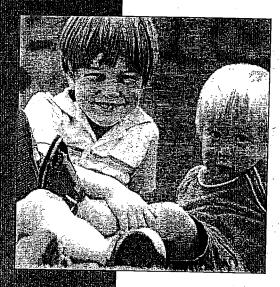
# EARLY CHILDHOOD INDICATORS OF PROGRESS:

# Minnesota's Early Learning Standards



# EARLY CHILDHOOD INDICATORS OF PROGRESS\*

# SOCIAL AND EMOTIONAL DEVELOPMENT

#### **EMOTIONAL DEVELOPMENT**

- Demonstrate increasing competency in recognizing and describing own emotions
- Demonstrate increasing use of words instead of actions to express emotions
- 3. Begin to understand and respond to others' emotions
- 4. Begin to show self-regulation to handle emotions appropriately
- Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)
- 6. Respond to praise, limits, and correction

#### **SELF-CONCEPT**

- Begin to experiment with own potential and show confidence in own abilities
- 2. Demonstrate increasing selfdirection and independence
- Develop an awareness of self as having certain abilities, characteristics, and preferences
- Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

# SOCIAL COMPETENCE AND RELATIONSHIPS

- Interact easily with one or more children
- 2. Interact easily with familiar adults
- Approach others with expectations of positive interactions
- Begin to participate successfully as a member of a group
- Use play to explore, practice, and understand social roles and relationships
- 6. Begin to understand others' rights and privileges
- Sustain interaction by cooperating, helping, sharing, and expressing interest
- Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
- Use words and other constructive strategies to resolve conflicts

## APPROACHES TO LEARNING

#### CURIOSITY

- Show eagerness and a sense of wonder as a learner
- 2. Show interest in discovering and learning new things

#### **RISK-TAKING**

- Choose new as well as a variety of familiar activities
- Use a variety of strategies to solve problems

## IMAGINATION AND INVENTION

- Approach tasks and experiences with flexibility, imagination, and inventiveness
- Use new ways or novel strategies to solve problems or explore objects
- Try out various pretend roles in play or with make-believe objects

## PERSISTENCE

- Work at a task despite distractions or interruptions
- Seek and/or accept help or information when needed
- Demonstrate ability to complete a task or stay engaged in an experience

# REFLECTION AND INTERPRETATION

- Think about events and experiences and apply this knowledge to new situations
- Generate ideas, suggestions, and/or make predictions

## LANGUAGE AND LITERACY DEVELOPMENT

#### LISTENING

- Understand non-verbal and verbal cues
- 2. Listen with understanding to stories, directions, and conversations
- Follow directions that involve a two or three-step sequence of actions
- Listen to and recognize different sounds in rhymes and familiar words

#### **SPEAKING**

- Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words
- Communicate information using home language and/or English
- Speak clearly enough to be understood in home language and/or English
- Use language for a variety of purposes
- Use increasingly complex and varied vocabulary and language
- Initiate, ask questions, and respond in conversation with others

## **EMERGENT READING**

- Initiate stories and respond to stories told or read aloud
- Represent stories told or read aloud through various media or during play
- Guess what will happen next in a story using pictures as a guide
- 4. Retell information from a story
- Show beginning understanding of concepts about print
- Recognize and name some letters of the alphabet, especially those in own name
- Begin to associate sounds with words or letters

#### **EMERGENT WRITING**

- Understand that writing is a way of communicating
- Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas
- Engage in writing using letter-like symbols to make letters or words
- 4. Begin to copy or write own name

# CREATIVITY AND THE ARTS

#### **CREATING**

- Use a variety of media and materials for exploration and creative expression
- Participate in art and music experiences
- Participate in creative movement, drama, and dance

## RESPONDING

- Show others and/or talk about what they have made or done
- Show interest and respect for the creative work of self and others

#### **EVALUATING**

- Share experiences, ideas, and thoughts about art and creative expression
- 2. Share opinions about likes and dislikes in art and creative expression

# COGNITIVE DEVELOPMENT

## MATHEMATICAL AND LOGICAL THINKING

# **Number Concepts and Operations**

- Demonstrate increasing interest in and awareness of numbers and counting
- Demonstrate understanding of one-to-one correspondence between objects and number
- 3. Demonstrate ability to count in sequence
- Demonstrate ability to state the number that comes next up to 9 or 10
- Demonstrate beginning ability to combine and separate numbers of objects

## Patterns and Relationships

- Recognize and duplicate simple patterns
- Sort objects into subgroups by one or two characteristics
- 8. Order or sequence several objects on the basis of one characteristic

## Spatial Relationships/Geometry

- 9. Identify and name common shapes
- Use words that show understanding of order and position of objects

#### Measurement

- Recognize objects can be measured by height, length, weight, and time
- Make comparisons between at least two groups of objects

#### Mathematical Reasoning

13.Use simple strategies to solve mathematical problems

# SCIENTIFIC THINKING AND PROBLEM-SOLVING

#### Observing

- 1. Use senses to explore materials and the environment
- 2. Identify and/or describe objects by physical characteristics

#### Questioning

- 3. Express wonder about the natural world
- 4. Ask questions and seek answers through active exploration
- 5. Make predictions about objects and natural events

#### Investigating

- Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment
- Make comparisons between objects that have been collected or observed

# SOCIAL SYSTEMS UNDERSTANDING

#### **Human Relationships**

- Recognize and appreciate similarities and differences between self and others from diverse backgrounds
- Understand various family roles, jobs, rules, and relationships
- Participate in activities to help others in the community

#### Understanding the World

- Recognize and describe the roles of workers in the community
- Share responsibility in taking care of their environment
- Begin to recall recent and past events
- 7. Identify characteristics of the places where they live and play within their community
- Begin to understand the uses of media and technology and how they affect their lives

# PHYSICAL AND MOTOR DEVELOPMENT

#### **GROSS MOTOR DEVELOPMENT**

- Develop large muscle control and coordination
- Develop body strength, balance, flexibility, and stamina
- Use a variety of equipment for physical development
- Develop ability to move their body in space with coordination

#### FINE MOTOR DEVELOPMENT

- Develop small muscle control and coordination
- Use eye-hand coordination to perform a variety of tasks
- Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)

# PHYSICAL HEALTH AND WELL-BEING

- Participate in a variety of physical activities to enhance personal health and physical fitness
- 2. Follow basic health and safety rules
- 3 Recognize and eat a variety of nutritious foods
- Demonstrate increasing independence with basic self-care skills
- \* These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.