

EARLY CHILDHOOD INDICATORS OF PROGRESS:

Minnesota's Early Learning Standards



EARLY CHILDHOOD INDICATORS OF PROGRESS*

SOCIAL AND EMOTIONAL DEVELOPMENT

EMOTIONAL DEVELOPMENT

1. Demonstrate increasing competency in recognizing and describing own emotions
2. 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
5. 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

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

SOCIAL COMPETENCE AND RELATIONSHIPS

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

APPROACHES TO LEARNING

CURIOSITY

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

RISK-TAKING

1. Choose new as well as a variety of familiar activities
2. Use a variety of strategies to solve problems

IMAGINATION AND INVENTION

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

PERSISTENCE

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

REFLECTION AND INTERPRETATION

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

LANGUAGE AND LITERACY DEVELOPMENT

LISTENING

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

SPEAKING

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

EMERGENT READING

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

EMERGENT WRITING

1. Understand that writing is a way of communicating
2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas
3. 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

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

RESPONDING

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

EVALUATING

1. 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

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

Patterns and Relationships

6. Recognize and duplicate simple patterns
7. 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
10. Use words that show understanding of order and position of objects

Measurement

11. Recognize objects can be measured by height, length, weight, and time
12. 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

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

SOCIAL SYSTEMS UNDERSTANDING

Human Relationships

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

Understanding the World

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

PHYSICAL AND MOTOR DEVELOPMENT

GROSS MOTOR DEVELOPMENT

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

FINE MOTOR DEVELOPMENT

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

PHYSICAL HEALTH AND WELL-BEING

1. 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
4. 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.*

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**For further information, contact
your local school district or:**

**Early Learning Services
Minnesota Department of Education**

1500 Highway 36 West
Roseville, MN 55113-4266

Phone: 651-582-8200

FAX: 651-582-8494

TTY: 651-582-8201

<http://www.education.state.mn.us>

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