

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards - Mathematics Domain

Component - M1-6 Number Knowledge					
Subcomponent	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/R esources	Technology Integrated
M1 Rote Counting The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity.	M1.14 Recites number word, aloud, forward, up to at least 29 (allow for some mistakes), without objects	I can count to 29 without objects, and if I make a mistake that is ok.	Staff Observation and Checklists	Creative Curriculum Ideas: While jumping on a trampoline count to 29, I can count to 29 while clapping my hands, taking steps, etc	
	M1.15 Recites number words aloud, backwards, down from at least 10 without objects.	I can count backwards from 10 without objects.		Ideas: Rocket count down	
	M1.16 Is able to name the next number word for numbers up to 9	I can name what number comes next up to 9		Ideas: Calendar	

	M1.17 Reads and writes numerals from 0-10, with some reversals possible.	I can read numbers from 0 to 10, and if I make a mistake that is ok. I can write numbers from 0 to 10, and if I make a mistake that is ok.		Ideas: White boards, Smart Board,	
M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”.	M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four	I can touch and count more than 4 objects, using one number with each object.		Ideas: Counting blocks	
M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set	M3.5 Gives 5 or more items correctly and consistently when asked	I can give at least 5 or more items when asked.			
M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence	M4.3 Recognizes that a number can be used to represent a position in a sequence.	I can show you that first means number 1, second means number 2, third means number 3, etc.			

<p>M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have</p>	<p>M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes.</p>	<p>I can give an educated guess on how many objects are in a group.</p>			
<p>M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes</p>	<p>M6.4 States the number that comes next or before up to 10</p>	<p>I can tell you the number that comes next. I can tell you the number that comes before.</p>			
	<p>M6.5 Understands that a quantity of a set of (more than 4) objects has been changed</p>	<p>I can see when a group of objects has increased or decreased.</p>			
	<p>M6.6 Without recounting, can add one more to a set, even when the set isn't visible after counting.</p>	<p>I can add one more to a group. (Ex: When there are five, I know that adding one more means six)</p>			
	<p>M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)</p>	<p>I can make new groups without changing the total number of objects. (Ex: When there are 5 objects in a group I can split them into groups of 1 and 4, 2 and 3, etc.)</p>			

	M6.8 Uses simple physical strategies to combine or separate sets	I can sort items in different ways			
Component M7: Measurement					
M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)	M7.9 Compares and orders more than two items in some way	I can look at 2 items and see how they are the same and different and put them in order			
	M7.10 Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)	I can use words to describe items such as longer/shorter, taller/shorter, farthest/closest.			
M8 Repeating Patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease, or grow in complexity	M8.8 Uses words or pictures to describe a simple pattern	I can tell you when I see a pattern.			

	M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)	I can make patterns with my body, sounds, colors, different sizes, or movements.			
	M8.10 Copies complex patterns with same materials	I can make the same pattern as you.			
	M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)	I can make my own pattern with different materials.			
M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose.	M9.5 Begins to describe the features (attributes) that define 2D and 3D shapes, including sides and corners	I can describe how shapes look. (corners, sides, curves, etc.)			
	M9.6 Puts together (composes) and takes apart (decomposes) shapes	I can put together shapes that already exist. I can take apart shapes that already exist.			
	M9.7 Composes and decomposes shapes/constructions with increasing complexity	I can create different shapes on my own. I can take apart different shapes on my own.			

Component M9-11: Geometry and Spatial Thinking

<p>M10 Transformations and symmetry: The child can locate and manipulate shapes in space</p>	<p>M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes</p>	<p>I can take apart a shape and use the same pieces to make it into a new shape.</p>			
	<p>M 10.9 Recognizes and creates shapes that have symmetry</p>	<p>I can tell when shapes are the same on each side.</p>			
	<p>M10.10 Shows awareness that an object needs to be rotated, flipped or turned before trying to fit the object into a hole or puzzle</p>	<p>I can turn an object around so that it fits into a puzzle.</p>			
<p>M11 Location, Spatial Relationships and landmark use: The child recognizes where a person or object is in relation to other people or objects</p>	<p>M11.6 Recognizes and describes position of objects in space with greater accuracy</p>	<p>I can see when objects are close or far away. I can describe when objects are close or far away.</p>			
	<p>M11.7 Draws a simple map</p>	<p>I can draw a basic picture, ex. of my room.</p>			
	<p>M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation,</p>	<p>I can look at a simple map and identify it around me by matching items to the picture.</p>			

	scale, dimension, and orientation distance)				
Component M-12: Data Analysis					
M12 Sorting: The Child recognizes that objects can be sorted by attributes.	M12.7 Describes the attribute used for sorting or comparing	I can tell you how items are the same. I can tell you how items are different.			
	M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute	I can sort a group of objects in more than one way. ex I can sort by color and then by size			
M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics.	M13.3 Participates as group member in the collection of data that is put on a chart or graph	I can participate in a group graphing activity.			
	M13.4 Sorts information by one or more attribute	I can sort objects by shape, size, color, etc.			
	M13.5 Independently collects data to put on a chart or graph	I can sort and graph items on my own.			
M14 Describes data: The child can describe data by using data sets to solve problems or asking questions	M14.3 Uses language to compare data	I can use words such as more and less when comparing information.			

	M14.4 Uses data to answer questions and solve problems	I can use the information gathered to answer questions about the topic.			
	M14.5 Discusses, compares and makes sense of collected data	I can tell you about the information we collected.			

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards - Physical and Movement Development

Component - P1-4					
Subcomponent	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/R esources	Technology Integrated
P3 Locomotion: Child moves their body through space from one place to another	P3.21 Walks on a wide (12>) slightly raised pathway	I can walk on a balance beam.			
	P3.22 Walks up and down stairs holding handrail	I can walk up and down the stairs holding the rail.			
	P3.23 Jumps off variable heights using a one foot lead or with two feet	I can jump off something with one or two feet.			
	P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step-hop)	I can gallop.			
	P3. 25 Moves many times through an obstacle course: over, under and around	I can move over, under, around, and through an obstacle course.			

P4 Object control: Child can manipulate objects to propel or receive	P4.11 Kicks playground ball or small soccer ball to close wide target	I can kick a ball at a big target.			
	P4.12 Throws a small ball with some accuracy to a target or person.	I can throw a small ball towards a target or to a person.			
	P4.13 Catches a large or medium sized ball using two hands.	I can catch a large sized ball using two hands. I can catch a medium sized ball using two hands.			
	P4.14 Bounces and catches a playground ball using two hands	I can bounce a ball using two hands. I can catch a ball using two hands.			
	P4.15 Attempts to pump legs to swing on a swing.	I can try to pump my legs on a swing.			
P5: Fine Motor					
P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects	P5.15 Grasps puzzle piece and can place 5-7 pieces in the puzzle	I can grab puzzle pieces and place them in a simple puzzle.			
	P5.16 Draws letters and/or part of name with some reversals	I can draw letters. I can try to write letters in my name.			
	P5.17 Draws stick people and some objects	I can draw simple people and objects.			

P6 Self Care: Child participates in daily care routines for feeding, dressing, and personal hygiene	P6.14 Dresses with near independence	I can mostly dress myself.			
	P6.15 Puts shoes on the correct feet. May need help with ties and fasteners	I can put my shoes on the correct feet.			
	P6.16 Puts boots on the correct feet. May need help with ties and fasteners	I can put my boots on the correct feet.			
	P6.17 Puts coat on a takes off	I can put my coat on and take it off.			
	P6.18 Uses the bathroom independently	I can complete all steps in the bathroom by myself.			

Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards - Arts

Component A1-2: Exploring the Arts					
Subcomponent	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/R esources	Technology Integrated
A1 Child shows an interest in learning about different artistic experiences	A1.5 Integrates a variety of art experiences during play	I can sing, dance, paint, color, etc. during my play time.			

A2 Child can distinguish differences within each area of artistic expression	A2.5 Discuss differences among artistic expressions	I can talk about differences in painting. I can talk about differences in singing. I can talk about differences in dancing.			
Components A 3-4: Using the Arts to Express Ideas and Emotions					
A3 Child demonstrates interest and emotions in artistic expression	A3.5 Elects to spend time in artistic expression with purpose and analyzes their work	I can spend time developing art and talk about what I did.			
A4 Child understands patterns in artistic	A4.5 Creates their own artistic patterns	I can make a pattern in artistic ways.			
Component A5: Self Expression in the Arts					
A5 Child uses art for self-expression	A5.5 Intentionally uses art for self-expression	I can use art to describe how I am feeling.			

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards - Scientific Thinking Domain

Component - ST1-2: Discover					
Subcomponent	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/R esources	Technology Integrated
Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment	ST1.7 Verbally identifies obvious differences and similarities	I can use words to describe things that are the same and different.			
	ST1.8 Expresses curiosity and/or formulates questions of complex questions	I can ask questions about things in my environment.			

<p>Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings</p>	<p>ST2.10 Starts with a useful, general approach to investigation even if details may be lacking.</p>	<p>I can be curious about myself, others, and things going on around me.</p>			
	<p>ST2.11 Uses discernment to inform exploration</p>	<p>I can use things I already know to ask the next question.</p>			
	<p>ST2.12 Uses tools in new and novel ways.</p>	<p>I can use tools in new ways.</p>			

Component ST3-4: Act

<p>Experiment: Child develops and completes a process based on a question, interest, or anticipated outcome, adjusting as needed.</p>	<p>ST3.14 Makes a plan in advance with an intended outcome</p>	<p>I can make a plan to find an answer.</p>			
	<p>ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes</p>	<p>I can show that I understand how things around me affect outcomes.</p>			
	<p>ST3.16 Makes a prediction when prompted</p>	<p>I can make an educated guess on what is going to happen.</p>			

	ST3.17 Changes a plan or refines actions when outcome is not as expected	I can try new ways of doing things if it didn't happen like I expected.			
Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions	ST4.10 Offers critique of an experience based on examination of outcomes	I can use things that I already know to suggest changes.			
	ST4.11 Sees outcomes as the result of one's behavior or actions	I can recognize that people can change things.			
	ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered	I can think about what I've learned and talk about it.			
Component ST5-6: Integrate					
Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others	ST5.13 Retells/describes own actions in process of experimenting	I can tell you what I did while I experimented.			
	ST5.14 Talks with others about questions, actions, ideas, observations or results	I can have a conversation with others about an observation or results.			
	ST5.15 Articulates and shares aloud explanations based on reasoning and evidence	I can use my words to explain how and why something happened.			

	ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas	I can show others what I know by using drawings, writings, or models.			
Apply: Child leverages and uses knowledge unprompted or in a new situation.	ST6.8 Compares findings to predictions or expected results	I can compare what happened to what I thought was going to happen.			
	ST6.9 Identify what to look for, measure, or test to answer questions	I can explain what I need to look for or do in order to find an answer.			
	ST6.10 Develops and applies rules	I can make rules and follow them.			
	ST6.11 Determines approach to situation, problem or challenge based on previous experience	I can use what I already know to problem solve.			

Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards - Approaches to Learning

Component - AL1-2: Initiative and Curiosity					
Subcomponent	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/R esources	Technology Integrated

AL 1 Inquisitiveness Child explores the environment and seeks interaction with people and objects; willingly tries new things	AL1.10 Scans environment and notices new objects, materials and activities right away. Asks about them	I can explore the environment and ask about new things.			
	AL1.11 Eager to investigate new things and have new experiences	I can be excited about trying new things.			
AL2 Wonderment Child expresses interest in novelty	AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment	I can explore what interests me on my own.			

Component AL3-6: Attentiveness, Engagement, and Persistence

AL3 Attending - Child focuses visual and auditory attention on relevant aspects of the environment	AL3.7 Attends in large group activities led by teacher for sustained periods	I can look and listen in a large group activity for a longer length of time.			
	AL3.8 Participates in large group activities and discussions	I can follow along and participate in a large group activity.			
	AL3.9 Listens to others	I can listen to others.			
AL 4 Self direction Child makes choices based upon own interests	AL4.5 Creates a plan to achieve a goal and follows through to completion	I can plan to do something and follow through until it is completed.			

AL 5 Diligence Child is focused and productive	AL5.6 Conscientiously attempts to complete assigned tasks	I can decide to complete a task when asked to do so.			
AL 6 Resilience Child responds to challenge by adapting	AL6.6 Maintains a positive outlook in spite of challenges	I can keep working even when it is hard.			
	AL6.7 Demonstrates ability to adjust to changes	I can go with the flow.			
Component AL 7-9: Creativity					
AL 7 Immersion Child becomes absorbed in the process of exploration	AL7.6 When interested in a topic seeks opportunities to learn more and satisfy own curiosity	I can find out about things that interest me.			
AL 8 Playfulness Child demonstrates a sense of humor and imagination in their play	AL8.9 Approaches tasks with imagination and inventiveness	I can be creative in my play using my imagination.			
AL 9 Production Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant	AL9.8 Becomes absorbed in the process of creating	I can make a plan for my play.			
	AL9.9 Purposefully works to create unique products of own choosing	I can show that I am an individual by creating things that are my own.			

Component AL 10-13: Processing and Utilizing Information

<p>AL 10 Working Memory: Child stores and retrieves information in order to use it purposefully.</p>	<p>AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc.</p>	<p>I can follow the daily routines.</p>			
	<p>AL10.9 Participates in discussions about familiar topics and contribute relevant information</p>	<p>I can talk about things I know and give relevant information.</p>			
<p>AL 11 Symbolic Representation Child uses sounds, actions, objects, and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections</p>	<p>AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects</p>	<p>I can use a variety of objects to plan and create.</p>			
	<p>AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate</p>	<p>I can use drawing and beginning print to show my thoughts, ideas, and feelings.</p>			
<p>AL 12 Cognitive Flexibility/Reasoning Child considers more than one possible outcome to a problem or situation; begins to create theories for why</p>	<p>AL 12.8 Draws conclusions and can explain their thinking</p>	<p>I can guess what is going to happen and explain my thinking to others.</p>			

things happen; can recognize how one thing relates to or affects another thing					
	AL 12.9 Considers another point of view and will change opinion or idea when faced with new information	I can think about others' ideas and can change my mind.			
	AL 12.10 Collaborates with others to investigate a situation or problem	I can work with peers to discover a solution			
AL 13 Problem Solving Child seeks and finds solutions to problems	AL 13.5 Independently attempts to solve problems	I can try to solve problems on my own.			
	AL 13.6 Explains the possible solution and the outcome	I can use my words to say what might happen.			
	AL 13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary	I can observe what happened and can learn from my mistakes.			

Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards - Introduction to Social and Emotional Domain

Component - S1-3: Self and Emotional Awareness					
Subcomponent	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/R esources	Technology Integrated
SE 1 Confidence: Child demonstrates confidence “I am capable, I can experiment, I can make mistakes, and I can move on.”	SE1.10 Demonstrates increasing confidence and inclination to express opinions and ideas	I can become more confident expressing my ideas and opinions.			
	SE1.11 Engages in increasingly independent and self-directed activities	I can become more independent in my activities.			
	SE1.12 Tolerates constructive criticism and manages setbacks, seeking adult support when needed	I can accept and learn from feedback. I can accept help from others when needed. I can manage when I don’t do things correctly.			

<p>SE2 Self Awareness: Child demonstrates understanding and appreciation of uniqueness in own family, community, culture, and the world</p>	<p>SE2.6 Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities</p>	<p>I can show others what my strengths are. I can show others what I like.</p>			
	<p>SE2.7 Demonstrates growing interest in and awareness of similarities and differences between self and others</p>	<p>I can say what you like and what I like. I can say what is different between you and me.</p>			
<p>SE3 Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions becoming reactions and behaviors</p>	<p>SE3.9 Demonstrates or describes increasing understanding of cause and effect around own emotional reactions</p>	<p>I can say how I feel and why I feel that way.</p>			
	<p>SE3.10 Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors</p>	<p>I can show that I am starting to understand how others feel, and why they feel that way.</p>			
<p>SE4 Managing Thinking: Child manages attention and thoughts</p>	<p>SE4.12 Sustains attention and persistence with a task of interest for at least 5 minutes</p>	<p>I can stay involved with an activity for 5 minutes.</p>			
	<p>SE4.13 Talks through simple tasks and conflicts, seeking adult support needed</p>	<p>I can problem solve through a dispute with a peer and ask for help when needed.</p>			

<p>SE5 Managing emotions and behaviors: Child manages emotions, impulses, and behaviors with assistance from others and independently</p>	<p>SE5.21 Increasingly expresses feelings, needs, opinions and desires verbally</p>	<p>I can use my words to tell you what I feel, want, need, and think.</p>			
	<p>SE5.22 Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g. home, school, grocery store)</p>	<p>I can understand that I need to act in different ways across settings.</p>			
	<p>SE5.23 Shows increasing ability to manage challenging feelings and behaviors, with necessary reminders or assistance</p>	<p>I can manage my feelings and behaviors with adult reminders.</p>			
	<p>SE5.24 Shows increasing ability to stop and think before acting</p>	<p>I can stop before I react.</p>			
<p>SE6 Social responsiveness: Child notices and responds to others and their emotions.</p>	<p>SE6.9 Appropriately labels increasingly complex emotions in others (e.g. pride, embarrassment, jealousy)</p>	<p>I can label others emotions; pride, jealousy, embarrassment.</p>			
	<p>SE6.10 Responds appropriately to others' emotions</p>	<p>I can respond in the right ways to others emotions.</p>			

	SE6.11 Shows increasing understanding and appreciation of the perspectives of peers	I can think about how others feel and how they may think differently than I do.			
SE7 Building relationships: Child establishes and sustains relationships with others	SE7.9 Builds friendships through play, learning activities and conversation with peers	I can make friends by playing, learning, and talking with my classmates.			
	SE7.10 Uses trusted adults for support in diverse settings (e.g. classroom, outside) when in need of assistance	I can ask for adult help in and outside of the classroom.			
SE8 Social skills: Child responds to and interact with others in a meaningful way	SE8.11 Shows increasing ability to initiate and engage in positive interactions with peers and adults	I can start and maintain an interaction with others using kind words and gentle hands.			
	S8.12 Solves problems with others most of the time, appropriately using support of adults and peers as needed	I can solve conflicts with others with help from an adult when needed.			

Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards - Introduction to Language, Literacy and Communication Domain

Component - LLC 1-2: Listening and Understanding; Receptive Language					
Subcomponent	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/R esources	Technology Integrated

<p>L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)</p>	<p>L1.13 Follows directions that involve two or more steps</p>	<p>I can follow a two step direction.</p>			
	<p>L1.14 Responds to increasingly complex prepositional directions such as beside, around and next to</p>	<p>I can place objects beside, around, and next to objects when asked to.</p>			
<p>Component LLC 3-4: Communicating and Speaking; Expressive Language</p>					
<p>L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas</p>	<p>L2.11 Negotiates, shares, plans and solves problems with others</p>	<p>I can verbally solve problems with others when there is a disagreement. I can tell others my thoughts and ideas.</p>			
	<p>L2.12 Asks and answers questions to seek help or get information</p>	<p>I can ask and answer questions when I need help.</p>			
<p>L3 Vocabulary and syntax: Child understands word order and grammatical rules</p>	<p>L3.14 Uses sentences to express logical relationships between concepts</p>	<p>I can use sentences to describe how items are alike and different.</p>			
	<p>L3.15 Uses increasingly specific words to name objects and their features and functions</p>	<p>I can use descriptive words to identify objects and what they do.</p>			

	L3.16 Shares information about experiences, people, places, things in a sequence	I can describe and tell stories about the world around me.			
Component LLC 5-13: Emergent Reading					
L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts	L4.12 Actively participates in reading activities with enjoyment and purpose	I can be joyfully be engaged in books.			
	L4.13 Retells familiar stories using the book as a guide	I can look at pictures and tell you what is happen in the story.			
L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language	L5.12 Identifies and continues sound patterns in words	I can hear sound patterns and make them.			

	L5.13 Plays with the sounds in spoken language, independent of meaning	I can make up sounds that may or may not have meaning.			
L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters	L6.6 Recognizes how features of a letter combine to make a specific letter	I can tell you if a letter has curved or straight lines in it.			
	L6.7 Differentiates between letters and other symbols	I can separate/tell letters from numbers, signs, and shapes.			
L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print	L7.8 Recognizes some parts of a book and conventions of print	I can hold a book the right way. I can turn the pages of a book the right way.			
	L7.9 Knows that English print is left to right and top to bottom	I can use my finger to follow the words in a book from left to right.			
	L7.10 Points to words and attempts to read, or asks, "what does it say?"	I can show that I am interested in the words in a book. I can identify that letters grouped together form a word.			
L8 Comprehension of narrative text: Child understands the events and order of events in a story	L8.13 Predicts what will happen next in a story using words or drawings	I can use my imagination to guess what may happen in a story.			

	L8.14 Retells a story using a variety of media, materials, and props	I can retell a story by using pictures, play materials, and puppets.			
	L8.15 Restates and describes the concepts from the text	I can talk about the main themes or ideas in a story.			
L9 Writing conventions: Child understands the forms and function of written language	L9.10 Writes own name, and words about things that interest them	I can use materials to write my name and other letters or words.			
	L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc.	I can identify that words are used in other places besides books.			
	L9.12 Uses invented spelling	I can use lines to pretend to write words and stories.			
	L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, to compose original stories.	I can make up stories and use a variety of writing to create them.			

Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards - Introduction to Social Systems - Cognitive Domain

Component - 1-2: Community, People and Relationships					
Subcomponent	Benchmark	Essential Learning Outcomes/ I Can Statements	Formative Assessment	Curriculum/R esources	Technology Integrated
SS1 Self-identity in the community: Understands the different ways people form their identity	SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs	I can understand that I am part of a bigger group.			
	SS1.9 Demonstrates an understanding that families vary	I can understand that my family may be different from my friends’ family.			
	SS1.10 Identifies some family traditions and customs	I can tell about something special my family does. Ex: birthday celebration			

<p>SS2 Civics: Child understands what it means to be a member of a community</p>	<p>SS2.8 Practices the ways groups make choices and decisions with support</p>	<p>I can make decision with a group.</p>		<p>Solution Kits</p>	
	<p>SS2.9 Demonstrates an understanding of rules and why they are important</p>	<p>I can show that I know the rules and why they keep me safe.</p>			
	<p>SS2.10 Participates in a variety of roles in the early childhood environment</p>	<p>I can easily switch roles in my classroom. Ex: line leader, play roles, classroom helpers</p>			
	<p>SS2.11 Demonstrates awareness of familiar jobs and what's needed to perform them</p>	<p>I can tell what tools are needed for different jobs. Ex: washcloth to wash the table, stethoscope for a doctor</p>			
<p>Components SS3-4: Change over Time</p>					
<p>SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events</p>	<p>SS3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy</p>	<p>I can talk about things I have done in the past. I can talk about things that I will be doing in the future.</p>			
	<p>SS3.11 Compares self to older and younger family members and friends with specific examples</p>	<p>I can use words to tell how I am different from my siblings and friends.</p>			

	SS3.12 Describes a chronological order in a series of familiar events	I can tell you the beginning, middle, and end of a routine.			
	SS3.13 Reflects on the impact of past, present and some future events on self and family	I can think about things that are happening and understand how that will affect me and my family.			
SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions	SS4.4 Asks more questions about families and culture to build deeper understanding	I can show my interest in learning more about different cultures by asking questions.			
	SS4.5 Compares own cultural traditions with others to understand similarities and differences	I can tell how my family does things that are the same or different than other families.			
Components SS5-6: Environment					
SS5 Conservation: Understands that some environmental resources are limited	SS5.5 With support, participates in community conservation activities (playground clean up, etc.)	I can help my class keep my environment clean.			
SS6 Physical characteristics of community: Child can	SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)	I can describe the landscape around me.			

identify important physical features in their environment					
	SS6.5 Uses tools to represent immediate environment	I can use tools to make things that around me. Ex: a square is our circle time rug			

Components SS7: Economics

SS7 Economic reasoning: Child begins to understand basic economic principles	SS7.7 Negotiates and shares with other children during play	I can solve problems and get along with my friends.		Classroom Solution Kit	
	SS7.8 Begins to label individual needs and wants with support	I can identify what I need.			
	SS7.9 Identifies goods and services that could meet a specific need or want	I can tell you what I want and how I can get it.			

Components SS8: Technology

SS8 Digital citizenship: The ability to choose and use some digital technology appropriately* *Follow all best practices and safety protocol for children using digital technology	SS8.2 Knows when, how and why to use a variety of tools for learning, including digital technology	I can actively participate at circle time when my teacher is using the SMART Board.			
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	SS8.3 With support, engages in responsible use of all tools including digital technology	I can be careful when I use the tools on the SMART Board during circle time.			
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