

Minnesota Early Childhood Indicators of Progress (ECIPs) and Minnesota Academic Standards: Kindergarten Alignment Crosswalk for the Desired Results Developmental Profile—Preschool (DRDP-PS*) Assessment

Introduction

The Minnesota Departments of Education (MDE) and Children, Youth, and Families (DCYF) are committed to building a standards-based, birth through third grade balanced assessment system. A critical component of this system is developmentally appropriate state-approved assessments. These standards-aligned assessments are high-quality, comprehensive, and rely on authentic (i.e., observation-based) assessment. The data from state-approved assessments can help early care and education (ECE) professionals and families support children's success, by understanding what young learners know and are able to do. The DRDP-PS can be used with children from birth through third grade across settings and programs (e.g., prekindergarten, kindergarten, voluntary prekindergarten (VPK), school readiness, early childhood special education, Head Start, and child care programs). The domains and items that are required can vary by ECE program.

This alignment crosswalk demonstrates the overlap between Minnesota's early learning and kindergarten standards and the DRDP-PS, helping to answer the questions of "What does a child know or do?" and "Where is a child in their learning progression?" in relation to Minnesota's early learning and kindergarten standards. Answering these questions can help guide decisions around instruction and programs, resources, and services. DRDP-PS data (along with other relevant information) can also be used to guide continuous program improvement efforts. The embedded chart illustrates how the DRDP-PS aligns directly to Minnesota's (a) early learning standards, aka the [Early Childhood Indicators of Progress](#) (ECIPs) and (b) the [Minnesota Kindergarten Academic Standards](#).

Importantly, data from the DRDP-PS should **not** be used to determine (a) whether a student should start kindergarten, or (b) to make high-stakes decisions about children, teachers, or programs. For more information on the DRDP-PS, please visit the [Desired Results Developmental Profile website](#).

How this document is organized:

1. Each ECIP Domain of Learning has its own section (or table).
2. Column one lists all ECIP Subcomponents, column two lists the ECIP Indicator(s) (or expectations) for 4–5-year-olds/fall of kindergarten.
3. Column three lists the DRDP-PS's measures for 3–4-year-olds, and column five lists the DRDP-PS's measures for 4–5-year-olds.

4. Column six lists the Kindergarten Academic Standards (if any) that align to the ECIP and DRDP-PK Measures.
5. "None" indicates that no alignment exists.

*: The version of the DRDP-PS that is a state-approved assessment is the "Preschool Comprehensive View."

Table of Contents

(Organized by ECIP Domain of Learning)

Minnesota Early Childhood Indicators of Progress (ECIPs) and Minnesota Academic Standards: Kindergarten Alignment Crosswalk for the Desired Results Developmental Profile - Preschool (DRDP-PS*) Assessment	1
Introduction	1
Table of Contents	3
Approaches to Learning	1
Component AL 1-2: Curiosity and Inquisitiveness	1
Component AL3-4: Attentiveness	2
Component AL5-7: Imagination	4
Component AL8-12: Processing and Using Information	6
The Arts	9
Component A1-2: Exploring the Arts	9
Component A3-4: Using the Arts to Express Ideas and Emotions	10
Language, Literacy, and Communications	11
Component LLC1: Receptive Language (Listening and Understanding)	11
Component LLC2-3: Expressive Language (Communicating and Speaking)	11
Component LLC4-8: Emergent Reading	14
Component LLC 9: Writing	18
Mathematics	19
Component M1-7: Number Knowledge	19
Component M8: Measurement	26

Component M9: Patterns	27
Component M10-12: Geometry and Spatial Thinking	28
Component M13-15: Data Analysis	30
Physical and Movement Development	33
Component P1-5: Gross Motor	33
Component P6-7: Fine Motor and Self-Care	35
Scientific Thinking and Exploring	37
Component ST1-2: Explore	37
Component ST3-4: Discover	39
Component ST5-6: Explain	41
Social and Emotional Development	42
Component SE1-3: Self and Emotional Awareness	42
Component SE4-5: Self-Regulation	44
Component SE6-8: Social Understanding and Relationships	46
Social Systems	48
Component Soc1-2: Self-Identify, Family, and Community	48
Component Soc3-4: Concept of Time	50
Component Soc5-6: Environment, Geography, and Our Role in Society	52
Component Soc7: Economics: Wants, Needs, and Choices	53
Component Soc8-9: Technology	54

Approaches to Learning

Component AL 1-2: Curiosity and Inquisitiveness

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
AL1. Curiosity: Child expresses interest in novelty.	AL1.5. Expresses verbal and nonverbal interest when encountering novel objects or events.	ATL-REG 4 Curiosity and Initiative in Learning	AL1.6. Seeks out new experiences, objects, or materials for own enjoyment.	ATL-REG 4 Curiosity and Initiative in Learning	0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support. <i>(2020 Minnesota K-12 Academic Standards in English Language Arts)</i>
AL2. Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things.	AL2.6. Investigates and experiments with materials with interest. AL2.7. Explores and combines various materials in innovative ways, either by initiating new combinations or by extending the use of materials. AL2.8 Asks questions.	ATL-REG 4 Curiosity and Initiative in Learning	AL2.9. Notices and communicates curiosity about new objects, materials, and activities. AL2.10. Investigates new things and seeks novel experiences eagerly. AL2.11. Asks focused questions about topics of interest.	ATL-REG 4 Curiosity and Initiative in Learning	0.3.2.1 Speaks audibly and express thoughts feelings, and ideas clearly. <i>(2020 Minnesota K-12 Academic Standards in English Language Arts)</i>

Component AL3-4: Attentiveness

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>AL3. Focused Attention: Child focuses visual and auditory attention on aspects of the environment when presented with developmentally appropriate and engaging objects, people, or activities.</p>	<p>AL3.7. Engages in play with peers for 5-8 minutes.</p> <p>AL3.8. Maintains focused attention in a large group for short periods.</p> <p>AL3.9. Works at a task despite distractions until the task is complete.</p>	<p>ATL-REG 1 Attention Maintenance</p>	<p>AL3.10. Participates in large group activities led by a teacher for sustained periods.</p> <p>AL3.11. Participates in large group activities and discussions.</p> <p>AL3.12. Makes a plan to complete tasks.</p>	<p>ATL-REG 1 Attention Maintenance <i>(applies to AL3.10 and AL3.11)</i></p> <p>ATL-REG 6 Engagement and Persistence <i>(applies to AL3.12)</i></p>	<p>None</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>AL4. Choice Making: Child makes choices from developmentally appropriate and engaging objects, people, or activities offered by caregivers.</p>	<p>AL4.4. Engages in self-initiated activities for up to five-minutes.</p>	<p>ATL-REG 6 Engagement and Persistence</p>	<p>AL4.5. Creates a plan to achieve a goal and follows through to completion with occasional adult support.</p>	<p>ATL-REG 6 Engagement and Persistence</p>	<p>3.0.3.6.1. Make a musical choice while singing, playing instruments, or moving to explore the effects of musical elements. <i>(2018 Minnesota K-12 Academic Standards in Arts Education: Music)</i></p> <p>5.0.2.4.1 1. Identify choices made in one's original artwork. <i>(2018 Minnesota K-12 Academic Standard in Arts Education: Visual Arts)</i></p> <p>0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support. <i>(2020 Minnesota K-12 Academic Standards in English Language Arts)</i></p> <p>K.5.23.1 Create a personal representation of themselves, including their family and/or ancestors. Discuss the choices made, describing what is special and important, including strengths and assets. <i>(2021 Minnesota K-12 Academic Standards in Social Studies)</i></p>

Component AL5-7: Imagination

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>AL5. Creative Play: Child demonstrates imagination in their play.</p>	<p>AL5.9. Engages in cooperative play and collaborating with others in games and activities.</p> <p>AL5.10. Experiments with new ways to combine materials.</p>	<p>SED 4 Relationships and Social Interactions with Peers (<i>applies to AL5.9</i>)</p> <p>SED 5 Symbolic and Sociodramatic Play (<i>applies to AL5.10</i>)</p>	<p>AL5.11. Develops more elaborate imaginative play, that includes complex scenarios and storylines.</p> <p>AL5.12. Uses humor and laughter during play (e.g., tells a joke or a funny story).</p> <p>AL5.13. Uses a variety of voice inflections and facial expressions in play.</p>	<p>SED 5 Symbolic and Sociodramatic Play</p>	<p>K-12 Academic Standards in Arts Education: Media Arts)</p> <p>4.0.2.2.1. Invent and inhabit an imaginary place in a dramatic play or a guided drama experience. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)</p> <p>4.0.3.5.2. Use body, voice and imagination during a guided drama experience. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)</p> <p>0.5.0.2.2.2. Explore artistic ideas through intentional play. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>AL6. Symbolic Play: Child uses sounds, actions, objects, and materials (paint, clay, blocks, etc.) to express ideas and understanding as well as to make new connections.</p>	<p>AL6.4. Uses one object to stand for another in play (e.g., lines up a row of chairs and communicates, “the bus is leaving”).</p>	<p>SED 5 Symbolic and Sociodramatic Play</p>	<p>AL6.5. Begins to intentionally plan how to use materials to express an idea (e.g., setting up a pretend store).</p> <p>AL6.6. Notices written letters and words represent objects, people, or events, and begins to use written letters or words in play.</p>	<p>SED 5 Symbolic and Sociodramatic Play (<i>applies to AL6.5</i>)</p> <p>LLD 7 Concepts about Print (<i>applies to AL6.6</i>)</p>	<p>1.0.2.3.2 2. Express an idea, feeling, or image through movement. (2018 Minnesota K-12 Academic Standards in Arts Education: Dance)</p> <p>2.0.2.2.1 Develop ideas for media artworks using play and experimentation. (2018 Minnesota K-12 Academic Standards in Arts Education: Media Arts)</p>
<p>AL7. Originality: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original, and relevant.</p>	<p>AL7.4. Engages in social, inventive play with materials.</p>	<p>SED 5 Symbolic and Sociodramatic Play</p>	<p>AL7.5. Explores different materials, tools, and processes to create unique products of their own choosing.</p>	<p>ATL-REG 4 Curiosity and Initiative in Learning</p> <p>SED 5 Symbolic and Sociodramatic Play</p>	<p>4.0.2.3.2. Express original ideas in dramatic play or a guided drama experience. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)</p> <p>OP.3.2.2.1 Design and build a structure to reduce the warming effect of sunlight on Earth’s surface. (2019 Minnesota K-12 Academic Standards in Science.)</p>

Component AL8-12: Processing and Using Information

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
AL8. Working Memory: Child stores and retrieves information to use it purposefully.	AL8.7. Recalls and follows two-step directions. AL8.8. Recites more complex songs or rhymes from start to end.	None	AL8.9. Carries out the steps in daily routines on their own or with minimal support (e.g., putting toys away or brushing teeth). AL8.10. Participates in and contributes to discussions about familiar topics.	None	None

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>AL9. Managing Attention: Child manages attention and thoughts.</p>	<p>AL9.9. Attends for longer periods of time through a broad range of adult-directed and child-initiated activities.</p> <p>AL9.10. Makes self-directed choices from a greater variety of options.</p> <p>AL9.11. Shows increasing ability to remember and follow simple two-step directions.</p>	<p>ATL-REG 1 Attention Maintenance <i>(applies to AL9.9)</i></p> <p>ATL-REG 6 Engagement and Persistence <i>(applies to AL9.10)</i></p> <p>None <i>(applies to AL9.11)</i></p>	<p>AL9.12. Maintains focus and perseverance on a task of interest for a minimum of five minutes independently.</p> <p>AL9.13. Begins to develop ways to think about and solve problems, seeking adult support as needed.</p>	<p>ATL-REG 6 Engagement and Persistence <i>(applies to AL9.12)</i></p> <p>ATL-REG 4 Curiosity and Initiative in Learning <i>(applies to AL9.13)</i></p>	None
<p>AL10. Flexible Thinking: Child considers more than one possible outcome to a problem or question.</p>	<p>AL10.6. Generates multiple answers to a prompt (e.g., helps make a list of things with wheels).</p>	<p>ATL-REG 4 Curiosity and Initiative in Learning</p>	<p>AL10.7. Considers other points of view and may change opinion or idea when faced with new information.</p>	None	<p>OP.2.1.1.1 Sort objects in terms of natural/human-made, color, size, shape, and texture, then communicate the reasoning for the sorting system. <i>(2019 Minnesota K-12 Academic Standards in Science)</i></p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
AL11. Problem Solving: Child notices problems, finds solutions, and persists through frustration or boredom.	AL11.5. Makes guesses about how a problem might be solved and persists until the problem is solved with support from a caregiver (e.g., suggests each child takes a turn with an object).	ATL-REG 4 Curiosity and Initiative in Learning ATL-REG 6 Engagement and Persistence	AL11.6. Attempts to solve problems independently. AL11.7. Explains the possible solutions of problems and outcomes.	ATL-REG 4 Curiosity and Initiative in Learning	None
AL12. Cause and Effect: Child begins to create theories for why things happen; can recognize how one thing relates to or affects another thing.	AL12.6. Forms ideas about why things happen.	COG 8 Cause and Effect	AL12.7. Draws conclusions and explains thinking.	COG 8 Cause and Effect	OP.2.2.1.1. Identify and describe patterns that emerge from the effects of different strengths or different directions of pushes and pulls on the motion of an object. <i>(2019 Minnesota K-12 Academic Standards in Science)</i>

The Arts

Component A1-2: Exploring the Arts

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
A1. Understanding Differences: Child distinguishes differences within and across artistic experiences.	A1.4. Uses art-related vocabulary when discussing different artistic experiences (e.g., a stage, an easel, or a song).	LLD 3 Communication and Use of Language (Expressive)	A1.5. Describes differences in artistic experiences using art-related vocabulary (e.g., “I paint with a paintbrush. I draw with a crayon”).	LLD 3 Communication and Use of Language (Expressive)	None
A2. Understanding Patterns: Child understands patterns in artistic media (e.g., repeating sounds, gestures, and materials).	A2.4. Adds onto their artistic patterns with sounds, music, motions, gestures, and materials.	COG 6 Patterning	A2.5. Creates their own artistic patterns while engaging in artistic experiences.	COG 6 Patterning	K 1.1.1.1 – K 1.1.5.1 Identify the elements of dance, media arts, music, theater, visual arts K 1.2.5.1 Identify the tools, materials, and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture

Component A3-4: Using the Arts to Express Ideas and Emotions

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
A3. Artistic Choice-making: Child demonstrates engagement and choice in artistic experiences.	A3.4. Demonstrates preference in artistic choices and expressions (e.g., colors or songs).	VPA 1 Visual Arts VPA 2 Music VPA 3 Drama VPA 4 Dance	A3.5. Chooses to engage in artistic experiences with purpose (e.g., creating a picture for their caregiver) and describes artistic work when prompted.	VPA 1 Visual Arts VPA 2 Music VPA 3 Drama VPA 4 Dance	K 3.1.2.1 Share and describe a personal media work
A4. Self-Expression: Child uses art for innovation and self-expression within the context of their culture.	A4.4. Shares thoughts, feelings, and knowledge while creating art and/or interacting with the arts.	VPA 1 Visual Arts VPA 2 Music VPA 3 Drama VPA 4 Dance	A4.5. Creates artistic experiences that represent thoughts, feelings, experience, and knowledge.	VPA 1 Visual Arts VPA 2 Music VPA 3 Drama VPA 4 Dance	K 1.1.3.1 Identify the elements of music including melody, rhythm, dynamics, tone color, texture, form and their related forms

Language, Literacy, and Communications

Component LLC1: Receptive Language (Listening and Understanding)

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
LLC1. Language Comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate or follow directions effectively (expressive).	LLC1.9. Responds to direct questions and follows two-step directions. LLC1.10. Shows understanding of vocabulary that indicates the location of a person or thing (e.g., "Above" or "below") by communicating or pointing to objects based on verbal cues.	LLD 1 Understanding of Language (Receptive) LLD 2 Responsiveness to Language	LLC1.11. Follows directions that involve three or more steps. LLC1.12. Responds to increasingly complex vocabulary that indicates location, such as "besides," "around," and "next to." LLC1.13. Responds appropriately to "wh-" questions or understands a question has been asked.	LLD 1 Understanding of Language (Receptive) LLD 2 Responsiveness to Language	0.3.1.1 (C) Follow sequence of a story or discussion or steps in a process. 0.3.1.2. Confirm understanding of a text read aloud or information presented orally or through other media (ex. poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.

Component LLC2-3: Expressive Language (Communicating and Speaking)

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
LLC2. Social Conversation: Child communicates with	LLC2.11. Initiates or extends conversations with	LLD 4 Reciprocal Communication and Conversation	LLC2.13. Uses verbal or nonverbal communication to understand and	LLD 4 Reciprocal Communication and Conversation	0.2.2.2 Share personal perspective, identity and voice, verbally or visually.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
others to express feelings, wants, and ideas to caregivers.	<p>varied comments or questions.</p> <p>LLC2.12. Communicates clearly enough to be understood by the majority of those who speak the same language.</p>		<p>solve problems with adults or other children.</p> <p>LLC2.14. Asks and answers questions to seek help or get information.</p>		<p>0.2.4.1 State a personal opinion for the purpose of sharing, verbally, visually or in written form, with support and guidance.</p> <p>0.2.5.1 Make a statement about a topic and offer one or two details about the topic, verbally, visually or in written form, with support and guidance.</p> <p>0.2.5.2 Verbally or visually respond to a story, with support and guidance.</p> <p>0.2.6.1 Tell a story about a personal experience or that of a character, verbally, visually or in written form.</p> <p>0.2.7.1. Ask questions to participate in shared research and writing projects.</p> <p>0.3.1.1 (A and B)</p> <p>a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.</p> <p>b. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges.</p> <p>0.3.2.1. Speak audibly and express thoughts, feelings and ideas clearly.</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>LLC3. Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.</p>	<p>LLC3.11. Uses increasingly longer sentences to share information about experiences with people, places, or things.</p> <p>LLC3.12. Uses more new words that more precisely name and describe objects.</p> <p>LLC3.13. Applies language rules to words or sentences, accurately or inaccurately (e.g., “We <i>goed</i> to the store”).</p>	<p>LLD 3 Communication and Use of Language (Expressive)</p>	<p>LLC3.14. Uses increasingly complex sentences to describe relationships between two or more things or events.</p> <p>LLC3.15. Uses increasingly specific and precise words to name objects and their features and functions.</p> <p>LLC3.16. Uses words and longer sentences to describe events in sequence (e.g., storytelling).</p>	<p>LLD 3 Communication and Use of Language (Expressive)</p>	<p>0.1.4.4. Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support.</p> <p>0.1.8.2. Ask and answer questions about unfamiliar vocabulary in informational text read aloud.</p> <p>0.2.6.2 Correctly order beginning, middle and end of a story, with support and guidance.</p> <p>0.3.2.1 Speak audibly and express thoughts, feelings and ideas clearly.</p>

Component LLC4-8: Emergent Reading

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>LLC4. Engagement: Child participates and has sustained attention for interactions that involve print.</p>	<p>LLC4.9. Points to both pictures and text when engaging with print books (e.g., points to letters in their name).</p> <p>LLC4.10. Shows persistence with longer and more complex narratives and informational text (e.g., maintains attention throughout read aloud).</p> <p>LLC4.11. Offers a personal response to stories read aloud.</p>	<p>LLD 5 Interest in Literacy (applies to LLC4.9 and LLC4.10)</p> <p>LLD 6 Comprehension of Age-Appropriate Text (<i>applies to LLC4.11</i>)</p>	<p>LLC4.12. Actively participates in reading activities with enjoyment and purpose.</p> <p>LLC4.13. Retells familiar stories using a book as a guide.</p> <p>LLC4.14. Initiates shared and solitary book use.</p> <p>LLC4.15. Requests information and access to new literacy materials.</p> <p>LLC4.16. Notices environmental print (e.g., classroom or building signs, food logos) and finds meaning behind it.</p>	<p>LLD 5 Interest in Literacy (applies to LLC4.12, LLC4.13, LLC4.14, and LLC4.15)</p> <p>LLD 7 Concepts About Print (<i>applies to LLC4.16</i>)</p>	<p>0.1.1.0 Demonstrate understanding of the basic features of print:</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom and page by page. b. Recognize and name all uppercase and lowercase letters of the alphabet. c. Understand that words are separated by spaces in print <p>0.1.2.3. Choose and read texts that explore personal identity and interests, with prompting and support.</p> <p>0.1.4.1 Ask and answer questions about key details in a text, with prompting and support.</p> <p>0.1.4.2 Identify the topic of a text, with prompting and support.</p> <p>0.1.4.3 Identify characters and setting, in a literary text, with prompting and support.</p> <p>0.1.4.4 Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support.</p> <p>0.1.5.2 Recognize the difference between literary and informational text, through listening or reading.</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
					<p>0.1.5.3 Recognize the connection between illustrations and text.</p> <p>0.1.6.3 Recognize common types of text (e.g., storybooks, informational, poems) through listening or reading.</p>
<p>LLC5. Phonological Awareness: Child hears (as able) and understands the separate sounds that make up language.</p>	<p>LLC5.11. Shows interest in and associates sounds with words (e.g., child shows reaction when hearing the first letter of their name).</p> <p>LLC5.12. Plays with sounds, words, and language (e.g., rhyming and matching first sounds in words) with or without attention to meaning.</p>	<p>LLD 8 Phonological Awareness</p>	<p>LLC5.13. Identifies and continues sound patterns in words.</p> <p>LLC5.14. Produces rhyming words or words with the same beginning sound, when prompted.</p> <p>LLC5.15. Identifies individual sounds or segments (parts) of words when prompted (e.g., Identifying first part of the word “cupcake”).</p>	<p>LLD 8 Phonological Awareness</p>	<p>0.1.1.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>0.1.1.2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>0.1.1.3. Read decodable texts accurately, with guidance and support.</p> <p>0.1.8.1 Recognize rhythm, alliteration and repeated lines in a story, poem or song read aloud.</p> <p>0.2.1.2. Demonstrate one-to-one letter-sound correspondence.</p>
<p>LLC6. Letter Recognition: Child recognizes the shapes of letters</p>	<p>LLC6.5. Points to or names some shapes, colors, letters, and other</p>	<p>LLD 9 Letter and Word Knowledge</p>	<p>LLC6.6. Names familiar letters (e.g., letters in child’s name) and</p>	<p>LLD 9 Letter and Word Knowledge</p>	<p>0.1.1.0 Demonstrate understanding of the basic features of print:</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
and recalls the names of letters.	familiar symbols (e.g., first letter in child's name).		<p>produces letter sound (e.g., "ef" for F).</p> <p>LLC6.7. Recognizes (verbally or nonverbally) the difference between letters and other symbols (e.g., a square versus the letter "T").</p> <p>LLC6.8. Names some objects, shapes, colors, letters, numbers, and symbols with increasing fluency.</p>		<p>b. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>0.2.1.0. Print many uppercase and lowercase letters.</p>
<p>LLC7. Concepts of Print: Child understands the fundamentals of print, such as orientation, organization, and features of print in the child's home language and/or English.</p>	LLC7.7. Looks at and shares books and other print materials with others from front to back.	LLD 7 Concepts About Print	<p>LLC7.8. Names some parts of a print material (e.g., cover and pages of a book).</p> <p>LLC7.9. Demonstrates knowledge and understanding of print orientation in English (e.g., left to right and top to</p>	LLD 7 Concepts About Print	<p>0.1.1.0. (A). Demonstrates understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom and page by page.</p> <p>0.1.5.1. Recognize orientation (front cover, back cover, title) of print text and navigation of digital text.</p> <p>0.1.6.1 Define the role of an author and illustrator in telling a story.</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
			<p>bottom) and/or languages that are used in the home or community.</p> <p>LLC7.10. Points to words or symbols and attempts to read.</p>		<p>0.1.6.3. Recognize common types of text (ex. storybooks, informational, poems), through listening or reading.</p>
<p>LLC8. Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.</p>	<p>LLC8.10. Retells important information from a story or text.</p> <p>LLC8.11. Tells simple stories and experiences from their own life.</p> <p>LLC8.12. Uses vocabulary related to key concepts and central themes from a story or text.</p>	<p>LLD 6 Comprehension of Age-Appropriate Text</p>	<p>LLC8.13. Predicts what will happen next in a story using language or drawings.</p> <p>LLC8.14. Retells a story or events from text using a variety of media, materials, and props (e.g., acts out the story using dress-up).</p> <p>LLC8.15. Describes conflict and conflict resolution themes from a story or text (e.g., “The rabbit got away from the farmer”).</p>	<p>LLD 6 Comprehension of Age-Appropriate Text</p>	<p>0.1.2.1. With guidance and support, read and monitor understanding of grade-level text, self-correcting as needed, using strategies including, but not limited to, decoding, asking questions and making connections.</p> <p>0.1.4.1. Ask and answer questions about key details in a text, with prompting and support.</p> <p>0.1.4.2. Identify the topic of a text, with prompting and support.</p> <p>0.1.4.3. Identify characters and settings in a literary text, with prompting and support.</p> <p>0.1.5.2 Recognize the difference between literary and informational text, through listening or reading.</p> <p>0.2.6.2. Correctly order beginning, middle and end of a story, with support and guidance.</p>

Component LLC 9: Writing

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>LLC9. Writing Conventions: Child understands that words can be written, and that writing has meaning.</p>	<p>LLC9.8. Uses letter-like symbols to make letters or words in home language and/or English.</p> <p>LLC9.9. Uses symbols and drawing to represent writing.</p>	<p>LLD 10 Emergent Writing</p>	<p>LLC9.10. Writes own name and words about familiar and interesting things.</p> <p>LLC9.11. Understands the different purposes for writing (e.g., stories, lists, or labels).</p> <p>LLC9.12. Uses invented spelling (e.g., chooses incorrect or unusual letters to spell words).</p> <p>LLC9.13. Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or to create original stories.</p>	<p>LLD 10 Emergent Writing</p>	<p>0.2.1.1. Recognize that words are represented in written language by specific sequences of letters, which are separated by spaces, and put in a specific order to create a sentence.</p> <p>0.2.2.1 Write routinely (may include a combination of drawing, dictating and writing), with support and guidance.</p> <p>0.2.3.1. Plan and draft writing (may include a combination of drawing, dictating, and writing) and revise to strengthen writing in a shared setting.</p>

Mathematics

Component M1-7: Number Knowledge

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M1. Counting in the Standard Order (this is often referred to as rote counting): The child communicates numbers in the correct standard order by memory (does not need to understand quantity).</p>	<p>M1.6. Says or signs numbers correctly up to 10, with or without objects.</p> <p>M1.7. Notices numbers or numerals in the environment.</p> <p>M1.8. Recognizes when others make errors while saying or signing a number sequence.</p> <p>M1.9. Begins to make number-like forms, such as a line or circle.</p>	<p>COG 3 Number Sense of Quantity (applies to M1.6, M1.7, and M1.8)</p> <p>LLD 10: Emergent Writing (<i>applies to M1.9</i>)</p>	<p>M1.10. Says or signs numbers forward up to at least 20, with some mistakes.</p> <p>M1.11. Says or signs numbers backwards from 10.</p> <p>M1.12. Names the next number for numbers up to 10 (e.g., using a number line, can answer the question, “What number comes after 4?”).</p> <p>M1.13. Reads some numbers from 0 to 10, saying number words in the correct order, with some mistakes possible.</p> <p>M1.14. Names or says some numbers from 0 to 10, saying number words in the correct order, with some mistakes possible.</p>	<p>COG 3 Number Sense of Quantity</p>	<p>0.3.5.4. Count forward, with and without objects, to at least 31. Count backward from 20. (MP6) ⚙</p> <p>0.3.5.2. Count collections of objects up to 31 by grouping in 10s using ten-frames, cups, or other tools. (MP6, MP7) ✚ \$ ⚙</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M2. One-to-One Counting (also referred to as one-to-one correspondence): The child uses counting to identify how many items are in a set and says, points to, or gestures to identify one number at a time (each item is counted once and only once).</p>	<p>M2.2 Demonstrates and uses one-to-one counting to count up to four items (e.g., a child is asked to answer how many blocks are in the pile, and then touches each item once while counting).</p>	<p>COG 3 Number Sense of Quantity</p>	<p>M2.3. Demonstrates and uses one-to-one counting to count with sets up to 10 items.</p>	<p>COG 3 Number Sense of Quantity</p>	<p>0.3.5.3. Read, write, compare, order, and represent whole numbers from 0 to at least 31 (with 0 representing the count of no objects) to answer the question, “how many?” Representations may include numerals, pictures, real objects, picture graphs, spoken words and manipulatives, such as connecting cubes. The numbers from 11 to 19 are composed of a 10 and one, two, three, four, five, six, seven, eight or nine ones. (MP4, MP8) ✚</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M3. Cardinality: The child identifies the exact number of items in a set and understands that the last number said is the number of objects in the set.</p>	<p>M3.3. Identifies a correct quantity (e.g., three or four objects) with a number word (e.g., “three” or “four”) up to four items.</p> <p>M3.4. Gives the correct number of items consistently, when asked, up to four.</p>	<p>COG 3 Number Sense of Quantity</p>	<p>M3.5. Identifies a correct quantity (between four and 10 items) with a number word (e.g., or “four” or “six”).</p> <p>M3.6. Gives the correct number of items consistently when asked, for between four and 10 items.</p> <p>M3.7. Identifies that the final number word used when counting out an item set represents the exact number of items in the set.</p> <p>M3.8 Understands the number of objects in a set does not change and is the same regardless of the arrangement or order in which they were counted (e.g., when there are five different animals in a group, the quantity is the same whether they are in a circle or a line).</p>	<p>COG 3 Number Sense of Quantity</p>	<p>0.3.5.1. Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number with one and only one object. Understand that the last number said tells the number of objects counted.</p> <p>Understand that each successive number refers to a quantity that is one more. Name the position of an object in a sequence (ordinal count). (MP1, MP6) ✚ ⚙</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M4. Assigning Number Words and Numerals to Quantities (numeral is another word for a number symbol, such as “2”): The child assigns verbal or signed number words and numerals to quantities.</p>	<p>M4.4. Associates a quantity (e.g., two or three objects) with a number word or number (e.g., “two” or “three”) up to four.</p> <p>M4.5 Names small sets quickly and accurately, labeling groups as “two” or “three,” up to three. This skill is often referred to as “subitizing.”</p>	<p>COG 3 Number Sense of Quantity</p>	<p>M4.6. Associates numerals (e.g., three or four) with the correct number word or number (e.g., “three” or “four”) up to 10.</p> <p>M4.7. Names small sets quickly and accurately, labeling groups as “four” or “five” (e.g., when a child sees five dots on a die, they know without counting that it is “five”). This skill is often referred to as “subitizing.”</p>	<p>COG 3 Number Sense of Quantity</p>	<p>0.3.5.1. Recognize that a number can be used to represent how many objects are in a set. (MP1, MP6) ✚ ⚙</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M5. Comparing Numbers and Quantities: The child uses organizing strategies to know how many objects they have.</p>	<p>M5.4 Uses terms like “more” and “less,” “bigger” and “smaller,” and “a little bit” and “a lot” to refer to approximate quantities.</p>	<p>COG 3 Number Sense of Quantity COG 5 Measurement</p>	<p>M5.5. Estimates quantities verbally without counting, although inconsistently and sometimes with mistakes.</p>	<p>None</p>	<p>0.3.5.2. Count collections of objects up to 31 by grouping in 10s using ten-frames, cups, or other tools. (MP6, MP7) ✚ ✎ ✎</p> <p>0.3.5.5. Find a number that is 1 more or 1 less than a given number. (MP7, MP8)</p> <p>0.3.5.6. Solve and represent a variety of addition and subtraction contextual situation types using objects, drawings, mental images or equations within 10. (MP4, MP5) ✎ ✎</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M6. Numerical Relations and Operations: The child creates a set or subset based on a rule and can combine or separate sets.</p>	<p>M6.4. Combines or separates items (or sets of objects) to make another number.</p> <p>M6.5. States the number that comes before or after (up to the number five).</p>	<p>COG 4 Number Sense of Math Operations</p>	<p>M6.6. States the number that comes before or after (up to the number 10).</p> <p>M6.7. Understands that a quantity changes (increases or decreases) when a set of objects (more than four and up to 10) are combined or separated.</p> <p>M6.9. Produces different sets that equal a specific sum of up to 10 (e.g., both “two and three” and “one and four” equal five).</p> <p>M6.8. Names the next number in a set of up to 10 items without recounting, even when the set isn’t visible.</p>	<p>COG 4 Number Sense of Math Operations</p>	<p>0.3.5.7. Compose and decompose numbers less than or equal to 10 into pairs in more than one way with objects and pictures. Record each decomposition with a drawing or equation. (MP7)</p> <p>0.3.5.8. Fluently add and subtract within 5. (MP2)</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M7. Ordinality: Ordinality indicates the order or position of something in a series. The child matches verbal or signed number words and numerals to a position in a sequence.</p>	<p>M7.3. Uses ordinal position sequencing terms (e.g., “first,” “most,” “last,” “before”).</p> <p>M7.4. Orders a few objects by size without assistance.</p>	<p>None (applies to M7.3)</p> <p>COG 5 Measurement (applies to M7.4)</p>	<p>M7.5. Recognizes that a number word can be used to represent a position in a sequence (e.g., puts a specific object first or second when making a pattern).</p>	<p>None</p>	<p>0.3.5.1 Recognize that a number can be used to represent how many objects are in a set or to represent the position of an object in a sequence. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number with one and only one object. Understand that the last number said tells the number of objects counted. Understand that each successive number refers to a quantity that is one more. Name the position of an object in a sequence (ordinal count). (MP1, MP6) ❖ ⚙</p>

Component M8: Measurement

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M8. Measurement: Child recognizes and makes comparisons of measurable attributes (e.g., length, height, width, area, volume, physical distance, time duration).</p>	<p>M8.7. Begins to understand the need to use standardized units, common and unconventional, to measure.</p> <p>M8.8. Demonstrates understanding of measurement terms (e.g., “longer” and “shorter” or “farthest” and “closest”) by saying or pointing.</p>	<p>COG 5 Measurement</p>	<p>M8.9. Uses standardized units, common and unconventional, to measure.</p> <p>M8.10. Compares and orders more than two items in some way (e.g., shortest to longest, smallest to biggest).</p> <p>M8.11. Uses comparison vocabulary (e.g., “longer” and “shorter,” “taller” and “shorter,” and “farthest” and “closest”) with both discrete sets (e.g., blocks, books) and continuous properties (e.g., water, sand, height).</p>	<p>COG 5 Measurement</p>	<p>0.2.3.1. Compare objects with a measurable attribute in common, to see which object has “more of,” “less of” or the “same as” the attribute and explain the reasoning. (MP3, MP5) ✚ \$ ✚</p> <p>0.2.3.2. Describe several measurable attributes of objects such as length and weight. (MP4, MP6) ✚ ✚</p>

Component M9: Patterns

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M9. Repeating Patterns: The child identifies, copies, creates, and describes sequences in objects, colors, numbers, or sounds with sequences that increase, decrease, and become more complex.</p>	<p>M9.6. Recognizes repeating patterns.</p> <p>M9.7. Copies simple existing patterns.</p> <p>M9.8. Extends a simple pattern.</p>	<p>COG 6 Patterning</p>	<p>M9.9. Uses words or pictures to describe a simple pattern.</p> <p>M9.10. Applies a simple pattern rule to different materials or modes (sound, body, color, size, movement).</p> <p>M9.11. Copies an example of a complex pattern.</p>	<p>COG 6 Patterning</p>	<p>0.3.7.1. Recognize, create, complete, and extend simple patterns using shape, color, size, number, sounds, and movements. Patterns may be repeating, growing or shrinking. (MP1, MP7) ✚ # ⚙</p> <p>0.3.7.2. Recognize patterns in counting. Skip count by 10s starting at zero up to 100. (MP7) ✚ \$ ⚙</p>

Component M10-12: Geometry and Spatial Thinking

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M10. Knowledge and Visualization of Shapes: The child recognizes shapes, can describe two-dimensional (2D) and three-dimensional (3D) shapes, and can manipulate shapes with purpose.</p>	<p>M10.5. Recognizes 2D and 3D shapes in the environment.</p> <p>M10.6. Points to or names familiar 2D and 3D shapes (circles, spheres, squares, cubes, triangles) accurately when asked.</p>	COG 7 Shapes	<p>M10.7. Begins to describe the attributes (round, straight, curved, etc.) that define 2D and 3D shapes, including sides and corners regardless of the shape’s size or position (e.g., notices that “this block won’t roll because it’s not round”).</p> <p>M10.8. Puts together (composes) and takes apart (decomposes) shapes.</p>	<p>COG 7 Shapes</p> <p>VPA 1 Visual Art</p>	<p>0.2.4.2. Identify and compare two- and three- dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders, and spheres using informal language to describe their similarities, differences, parts and other attributes. (MP2) ✚ ⚙</p> <p>0.2.4.3. Compose, decompose and name simple shapes. Recognize shapes regardless of their overall size and orientation. (MP1, MP2) μ</p>
<p>M11. Transformations and Symmetry: The child locates and manipulates shapes in their environment.</p>	<p>M11.8. Puts together (composes) and takes apart (decomposes) shapes to create new shapes.</p>	COG 1 Spatial Relationships	<p>M11.9. Recognizes and creates shapes that have symmetry.</p> <p>M11.10. Recognizes that complex shapes need to be rotated, flipped, or turned around before objects fit together (e.g., puzzle pieces).</p>	<p>None (applies to M11.9)</p> <p>COG 1 Spatial Relationships (<i>applies to M11.10</i>)</p>	<p>0.2.4.4. Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to. (MP1, MP6) ✚ ⚙</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M12. Location, Spatial Relationships and Landmark Use: The child recognizes where a person or object is in relation to other people or objects.</p>	<p>M12.4. Uses terms to explain distances and lengths (e.g., “Near” and “far,” “under” and “above,” and “front” and “back”).</p> <p>M12.5. Uses a simple map of a visible area to locate placement, with verbal cues.</p>	<p>HSS 2 Sense of Place (<i>applies to M12.4</i>)</p> <p>None (applies to M12.5)</p>	<p>M12.6. Recognizes and describes the position of objects in their environment.</p> <p>M12.7. Produces a simple map.</p>	<p>HSS 2 Sense of Place (<i>applies to M12.6</i>)</p> <p>None (applies to M12.7)</p>	<p>0.2.4.4. Describe objects in the environment using names of shapes. Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to.</p>

Component M13-15: Data Analysis

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M13. Sorting: The child recognizes that objects can be sorted by attributes (e.g., shape, color, texture, size).</p>	<p>M13.6. Sorts objects based on an observable attribute, with or without assistance (e.g., shape, color, texture, size).</p> <p>M13.7. Demonstrates understanding that attributes are measurable (e.g., counting small objects of same color).</p>	<p>COG 2 Classification</p>	<p>M13.8. Says or shows the attribute used for sorting or comparing objects.</p> <p>M13.9. Sorts objects by using flexible rules (e.g., sort first by color, then sort the same objects by size).</p>	<p>COG 2 Classification</p>	<p>0.2.4.1. Sorts objects using characteristics such as shape, size, color and thickness. (MP1, MP6) ✚ ⚙</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M14. Collects, Classifies, and Organizes Information: The child collects, classifies, and organizes data based on distinguishing characteristics (quantity, attributes).</p>	<p>M14.1. Participates in simple data collection with support from a caregiver (e.g., watches caregiver chart answers to question of the day).</p> <p>M14.2. Collects information about one or more attributes (e.g., how many children like one food versus another).</p>	<p>COG 10 Documentation and Communication of Inquiry</p>	<p>M14.3. Helps to chart or graph information as part of group activity (e.g., writes X on chart to indicate choice between 2 items).</p> <p>M14.4. Sorts information by one or more attributes with assistance from a caregiver (e.g., creates a chart of animals that are awake at night versus day).</p> <p>M14.5. Collects and shares data independently (e.g., asks peers about preferences for group chart activity).</p>	<p>COG 10 Documentation and Communication of Inquiry</p>	<p>0.1.1.2. Organize objects, draw pictures, or use tally marks to represent data and communicate observations. (MP3, MP6) # μ</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>M15. Describes and Uses Data: The child describes data and uses it to solve problems or ask questions.</p>	<p>M15.1. Identifies patterns, differences, or similarities of information displayed (e.g., on a chart).</p> <p>M15.2. Uses language words, pictures, or signs to describe those patterns, differences, or similarities of data.</p>	<p>COG 9 Inquiry Through Observation and Investigation (<i>applies to M15.1</i>)</p> <p>COG 10 Documentation and Communication of Inquiry (<i>applies to M15.2</i>)</p>	<p>M15.3 Describes differences in data (e.g., more children like “apples” than “bananas”).</p> <p>M15.4. Uses data to answer questions and solve problems (e.g., “If there are 10 name cards on the name chart, we need 10 chairs at the table”).</p>	<p>COG 9 Inquiry Through Observation and Investigation (<i>applies to M15.3</i>)</p> <p>COG 10 Documentation and Communication of Inquiry (<i>applies to M15.4</i>)</p>	<p>0.1.1.1. Notice and describe patterns in data-rich situations. (MP1, MP7) ✚ # ⚙</p> <p>0.1.1.2. Organize objects, draw pictures, or use tally marks to represent data and communicate observations. (MP3, MP6) # μ</p>

Physical and Movement Development

Component P1-5: Gross Motor

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>P4. Locomotion: Child moves their body through a space from one place to another.</p>	<p>P4.13. Moves under and around three or more objects (e.g., in an obstacle course or on a playground).</p> <p>P4.14. Balances while walking across an object (e.g., a curb) with some assistance.</p> <p>P4.15. Walks up and down a few stairs with adult support or holding handrail using alternating feet (e.g., step up on a stair one foot, then use other foot to go to the next stair).</p> <p>P4.16. Explores on play equipment.</p> <p>P4.17. Jumps on one foot a few times.</p> <p>P4.18. Jumps with two feet over, on top, and off of spaces or objects on floor (e.g., over a rope, onto or off of a short step).</p>	<p>PD-HLTH 1 Perceptual-Motor Skills and Movement Concepts</p> <p>PD-HLTH 2 Gross Locomotor Movement Skills</p>	<p>P4.19 Balances independently while walking across an object (e.g., walking along a line on ground).</p> <p>P4.20. Walks up and down stairs using alternating feet independently while holding the handrail.</p> <p>P4.21. Jumps alternating between each foot and both feet (e.g., playing hopscotch or dancing).</p> <p>P4.22. Jumps off variable heights using a one-foot lead or with two feet.</p> <p>P4.23. Gallops freely or in a game (one foot step-hop, with one foot leading).</p> <p>P4.24. Avoids obstacles and people while moving.</p>	<p>PD-HLTH 1 Perceptual-Motor Skills and Movement Concepts</p> <p>PD-HLTH 2 Gross Locomotor Movement Skills</p>	<p>0.1.1.1. Hop, gallop, slide, skip, and run while maintaining balance.</p> <p>0.1.1.2. Jump and land in the horizontal plane while maintaining balance.</p> <p>0.1.1.3. Jump and land in the vertical plane while maintaining balance.</p> <p>0.1.1.4. Perform locomotor skills in educational dance while maintaining balance.</p> <p>0.1.3.16. Jump a single jump with a self-turned rope.</p> <p>0.1.3.17. Jump a long rope with teacher-assisted turning.</p> <p>0.2.1.3. Travel using slow and fast speeds.</p> <p>0.4.5.1 Move safely in personal space with minimal reminders.</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>P5. Object Control: Child manipulates objects to propel or receive.</p>	<p>P5.8. Kicks a ball.</p> <p>P5.9. Throws a ball with one or two hands.</p> <p>P5.10. Catches by cradling in arms toward the body.</p> <p>P5.11. Pedals an object with wheels (e.g., a tricycle or riding toys).</p>	<p>PD-HLTH 3 Gross Motor Manipulative Skills</p>	<p>P5.12. Kicks a ball close to a wide target.</p> <p>P5.13. Throws a ball with some accuracy to a target or person.</p> <p>P5.14. Catches a ball using two hands.</p> <p>P5.15. Bounces and catches a ball a few times using two hands.</p>	<p>PD-HLTH 3 Gross Motor Manipulative Skills</p>	<p>0.1.3.1. Roll and throw underhand with opposite foot forward.</p> <p>0.1.3.2. Throw overhand while maintaining balance.</p> <p>0.1.3.4. Drop and catch a ball before it bounces twice.</p> <p>0.1.3.5. Dribble with one hand, attempting a second contact.</p> <p>0.1.3.6. Dribble with the inside of the foot, attempting a second contact.</p> <p>0.1.3.7. Pass with the feet, while maintaining balance.</p> <p>0.1.3.11. Volley individually using various body parts, attempting a second hit.</p>

Component P6-7: Fine Motor and Self-Care

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>P6. Dexterity: Child coordinates and controls movement of hands and fingers to grasp (hold with fist), hold (pinch finger and thumb), and manipulate objects.</p>	<p>P6.14. Uses fingers and thumb to hold objects and matches them in a boundary area (e.g., shape sorters).</p> <p>P6.15. Uses two hands together to complete tasks (e.g., ripping paper, stringing beads, lacing shoestrings, stacking smaller items).</p> <p>P6.16. Crosses the midline of their body with or without an object (e.g., moving toy, drawing freely across paper with a crayon, touching shoulder with opposite hand).</p>	<p>PD-HLTH 4 Fine Motor Manipulative Skills</p>	<p>P6.17. Uses fingers and thumb to hold small objects and matches them in a boundary area repeatedly and with more accuracy (e.g., puzzle pieces).</p> <p>P6.18. Draws with intention and detail (e.g., writing letters or drawing shapes, lines, and stick people).</p> <p>P6.19. Uses each hand to complete a task (e.g., one hand holds the sheet of paper while the other hand moves crayon across it).</p>	<p>PD-HLTH 4 Fine Motor Manipulative Skills</p>	<p>0.2.1.0. Print many uppercase and lowercase letters. (2020 Minnesota K-12 Academic Standards in English Language Arts)</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>P7. Self-Care: Child participates in culturally specific daily care routines for feeding, dressing, and personal hygiene.</p>	<p>P7.12. Assists with putting footwear on and taking them off.</p> <p>P7.13. Demonstrates increasing independence with toileting.</p>	<p>PD-HLTH 8 Personal Care Routines: Dressing <i>(applies to P7.12)</i></p> <p>PD-HLTH 6 Personal Care Routines: Hygiene <i>(applies to P7.13)</i></p>	<p>P7.14. Dresses with near independence.</p> <p>P7.15. Puts their footwear on and takes them off. May need help with ties and fasteners.</p> <p>P7.16. Puts on and takes off their indoor and outdoor clothes independently.</p>	<p>PD-HLTH 8 Personal Care Routines: Dressing</p>	<p>0.3.5.1. Recognize that food provides energy for physical activity.</p> <p>0.5.1.1. Recognize that physical activity is important for good health.</p> <p>K.1.2.1. Identify that healthy behaviors affect personal health. <i>(National Health Standards)</i></p>

Scientific Thinking and Exploring

Component ST1-2: Explore

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>ST1. Observe and Question: Child demonstrates awareness of and engagement with materials and environment.</p>	<p>ST1.6. Uses past experiences to generate new questions.</p>	<p>COG 8 Cause and Effect</p>	<p>ST1.7. Describes differences and similarities.</p> <p>ST1.8. Expresses curiosity and/or makes predictions after observing something that occurs repeatedly.</p>	<p>COG 10 Documentation and Communication of Inquiry (<i>applies to ST1.7</i>)</p> <p>COG 9 Inquiry Through Observation and Investigation (<i>applies to ST1.8</i>)</p>	<p>0E.1.1.1.1. Ask questions to obtain information from weather forecasts to prepare for and respond to severe weather.</p> <p>0L.1.2.1.2. Make observations of plants and animals to compare the diversity of life in different habitats.</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>ST2. Investigate:</p> <p>Child actively demonstrates curiosity about self, others, and surroundings.</p>	<p>ST2.7. Seeks to gain additional knowledge in areas of interest using trial and error and/or asking for caregiver help.</p> <p>ST2.8. Explores and notices properties in objects.</p> <p>ST2.9. Uses many tools as intended (e.g., scissors or magnifying glass).</p>	<p>COG 9 Inquiry Through Observation and Investigation (<i>applies to ST2.7</i>)</p> <p>COG 10 Documentation and Communication of Inquiry (<i>applies to ST2.8</i>)</p> <p>ATL-REG 4 Curiosity and Initiative in Learning (<i>applies to ST2.9</i>)</p>	<p>ST2.10. Starts with a useful, general approach to investigation even if details may be lacking.</p> <p>ST2.11. Explores objects with the intention of finding out something specific.</p> <p>ST2.12. Uses tools in new and creative ways.</p>	<p>COG 9 Inquiry Through Observation and Investigation (<i>applies to ST2.10 and ST2.11</i>)</p> <p>ATL-REG 4 Curiosity and Initiative in Learning (<i>applies to ST2.12</i>)</p>	<p>0E.2.1.1.2. Make daily and seasonal observations of local weather conditions to describe patterns over time.</p> <p>0L.2.1.1.3. Record and use observations to describe patterns of what plants and animals (including humans) need to survive.</p>

Component ST3-4: Discover

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>ST3. Experiment: Child develops and completes a task based on a question, interest, or anticipated outcome, when provided with opportunities from caregivers within environments.</p>	<p>ST3.10. Makes a simple plan to see what will happen.</p> <p>ST3.11. Uses a greater variety of strategies to carry out ideas.</p> <p>ST3.12. Demonstrates ability to focus on multiple elements of a situation.</p> <p>ST3.13. Makes a prediction when prompted.</p>	<p>COG 8 Cause and Effect (applies to ST3.10 and ST3.13)</p> <p>ATL-REG 4 Curiosity and Initiative in Learning (<i>applies to ST3.11</i>)</p> <p>None (applies to ST3.12)</p>	<p>ST3.14. Makes a plan in advance with an intended outcome.</p> <p>ST3.15. Demonstrates awareness that different materials and variables impact strategies and outcomes.</p> <p>ST3.16. Makes a logical prediction of an expected outcome.</p> <p>ST3.17. Changes a plan or actions when the outcome is not as expected.</p>	<p>COG 8 Cause and Effect (applies to ST3.14, ST3.15, and ST3.16)</p> <p>None (applies to ST3.17)</p>	<p>OP.2.2.1.1. Identify and describe patterns that emerge from the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p> <p>OP.3.2.2.1. Design and build a structure to reduce the warming effect of sunlight on Earth's surface.</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>ST4. Evaluate: Child studies, questions, plays, and engages in problem solving to gain understanding.</p>	<p>ST4.7. Describes items by comparing, sorting, classifying, and/or organizing.</p> <p>ST4.8. Begins to rely on or expect information, based on things seen or experienced directly.</p>	<p>COG 2 Classification <i>(applies to ST4.7)</i></p> <p>COG 10 Documentation and Communication of Inquiry <i>(applies to ST4.7)</i></p> <p>COG 8 Cause and Effect <i>(applies to ST4.8)</i></p>	<p>ST4.9. Offers detailed observations of why the result occurred.</p> <p>ST4.10. Is open to more than one solution or answer to a problem.</p> <p>ST4.11. Reflects on results and develops understanding when guided by an adult.</p>	<p>COG 8 Cause and Effect</p>	<p>OP.4.1.1.1. Construct an argument supported by evidence for whether a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>

Component ST5-6: Explain

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
ST5. Inquiry: Child observes and collects information to develop questions (verbal or non-verbal), make predictions and explanations.	<p>ST5.6. Expresses ideas about materials or results, verbally or nonverbally.</p> <p>ST5.7. Communicates possible explanations for an outcome.</p> <p>ST5.8. Generates more complex questions.</p>	<p>COG 10 Documentation and Communication of Inquiry (<i>applies to ST5.6</i>)</p> <p>COG 8 Cause and Effect (<i>applies to ST5.7</i>)</p> <p>COG 9 Inquiry Through Observation and Investigation (<i>applies to ST5.8</i>)</p>	<p>ST5.9. Retells or describes own actions when experimenting.</p> <p>ST5.10. Communicates with others about questions, actions, ideas, observations, or results.</p>	COG 10 Documentation and Communication of Inquiry	<p>OP.4.2.1.1. Communicate design ideas for a structure that reduces the warming effect of sunlight on Earth's surface.</p>
ST6. Apply: Child uses prior knowledge in a new situation.	<p>ST6.4. Recognizes different qualities to inform the development of a rule.</p> <p>ST6.5. Recalls information and communicates how they will use it in new or different experiences.</p>	<p>COG 10 Documentation and Communication of Inquiry (<i>applies to ST6.4</i>)</p> <p>COG 8 Cause and Effect (<i>applies to ST6.5</i>)</p>	<p>ST6.6. Develops and applies rules.</p> <p>ST6.7. Uses previous experience to solve problems.</p> <p>ST6.8. Compares findings to predictions or expected results and notices patterns in the findings.</p>	<p>COG 10 Documentation and Communication of Inquiry (<i>applies to ST6.6 and ST6.8</i>)</p> <p>COG 8 Cause and Effect (<i>applies to ST6.7</i>)</p>	<p>OP.2.1.1.1. Sort objects in terms of natural/human-made, color, size, shape, and texture, then communicate the reasoning for the sorting system.</p> <p>OP.2.2.1.1. Identify and describe patterns that emerge from the effects of different strengths or different directions of pushes and pulls on the motion of an object.</p>

Social and Emotional Development

Component SE1-3: Self and Emotional Awareness

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>SE1. Security and Safety: Child demonstrates security (“I have learned to trust adults; I have learned to trust myself. I have learned to tolerate mistakes from others and myself”).</p>	<p>SE1.8. Attempts new tasks and persists despite mistakes in familiar settings with predictable caregivers.</p> <p>SE1.9. Demonstrates preferred social-emotional resources, such as adults, peers, or comfort objects, and uses them with increasing regularity for regulation needs.</p>	<p>ATL-REG 6 Engagement and Persistence (<i>applies to SE1.8</i>)</p> <p>ATL-REG 2 Self-Comforting (<i>applies to SE1.9</i>)</p>	<p>SE1.10. Demonstrates increasing security in ability to communicate opinions, feelings, and ideas.</p> <p>SE1.11. Engages in extended group-based activities and self-directed activities, when appropriate.</p> <p>SE1.12. Tolerates corrective feedback, manages setbacks, and seeks adult support when needed.</p>	<p>SED 1 Identity of Self in Relation to Others (<i>applies to SE1.10</i>)</p> <p>ATL-REG 6 Engagement and Persistence (<i>applies to SE1.11</i>)</p> <p>None (<i>applies to SE1.12</i>)</p>	<p>0.4.2.1. Use feedback from the teacher. (2018 Minnesota K-12 Academic Standards in Physical Education)</p> <p>0.4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed. (<i>National Health Standard</i>)</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>SE2. Self-Awareness: Child demonstrates a positive sense of self-identity and self-awareness in family, community, culture, and the world.</p>	<p>SE2.5. Demonstrates knowledge of family/caregiver celebrations, traditions, and expectations (e.g., verbally describes, reenacts in play, etc.).</p>	<p>SED 1 Identity of Self in Relation to Others</p>	<p>SE2.6. Demonstrates increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities.</p> <p>SE2.7. Expresses understanding of and interest in similarities and differences between self and others.</p>	<p>SED 1 Identity of Self in Relation to Others</p>	<p>0.3.2.1 Speak audibly and express thoughts, feelings and ideas clearly. <i>(2020 Minnesota K-12 Academic Standards in English Language Arts)</i></p>
<p>SE3. Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions leading to reactions and behaviors.</p>	<p>SE3.7. Uses words/signs to express and describe emotions common in their home culture.</p> <p>SE3.8. Recognizes, describes, and responds to others' emotional expressions.</p>	<p>SED 2 Social and Emotional Understanding</p>	<p>SE3.9. Demonstrates or describes an increasing understanding of cause and effect around their own emotional reactions.</p> <p>SE3.10. Understands and anticipates emotional reactions of others based on their personal experiences and their own emotional reactions.</p>	<p>SED 2 Social and Emotional Understanding</p>	<p>None</p>

Component SE4-5: Self-Regulation

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>SE4. Regulating Emotions and Behaviors: Child learns to express feelings and needs and regulate emotions with assistance from others and independently.</p>	<p>SE4.9. Accepts caregiver guidance and assistance when feeling strong emotions or discomfort.</p> <p>SE4.10. Follows increasing expectations to regulate feelings and behaviors with necessary reminders or assistance.</p> <p>SE4.11. Demonstrates the ability to delay gratification for longer periods of time.</p>	<p>ATL-REG 5 Self-Control of Feelings and Behavior</p>	<p>SE4.12. Expresses feelings, needs, opinions, and desires more frequently through preferred communication methods.</p> <p>SE4.13. Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, or grocery store).</p> <p>SE4.14. Shows ability to manage challenging feelings and behaviors, with caregiver support.</p> <p>SE4.15. Shows increasing ability to understand the connection between actions and consequences, including the ability to stop and think in situations.</p>	<p>ATL-REG 5 Self-Control of Feelings and Behavior</p>	<p>4.2.1. Demonstrate healthy ways to express needs, wants, and feelings. <i>(National Health Standard)</i></p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
SE5. Adaptability: Child adapts to change and transitions.	SE5.4. Copes with change, then persists and moves ahead. SE5.5. Approaches new tasks with confidence.	ATL-REG 5 Self-Control of Feelings and Behaviors <i>(applies to SE5.4)</i> ATL-REG 6 Engagement and Persistence <i>(applies to SE5.5)</i>	SE5.6. Anticipates changes and demonstrates the ability to adjust to changes.	ATL-REG 5 Self-Control of Feelings and Behaviors	None

Component SE6-8: Social Understanding and Relationships

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
SE6. Social Responsiveness: Child notices and responds to others and their emotions with empathy.	SE6.7. Shows understanding, empathy, and compassion for others through words/signs or gestures (e.g., patting on the back, hugging, or sitting near a peer). SE6.8. Labels others' emotions (e.g., tells the caregiver they look happy).	SED 2 Social and Emotional Understanding	SE6.9. Attempts to label increasingly complex emotions in others (e.g., pride, embarrassment, or jealousy). SE6.10. Acknowledges others' emotions (e.g., responds to peers' complex emotions). SE6.11. Expresses curiosity and interest in others' perspectives when presented with different viewpoints.	SED 2 Social and Emotional Understanding	None
SE7. Building Relationships: Child establishes and sustains relationships with others.	SE7.9. Participates, verbally and non-verbally, in activities and conversations with caregivers and peers.	SED 3 Relationships and Social Interactions with Familiar Adults SED 4 Relationships and Social Interactions with Peers	SE7.10. Builds friendships/peer connections through play, learning activities, and conversation with peers.	SED 4 Relationships and Social Interactions with Peers	0.5.3.1. Express enjoyment when being physically active individually and with others. <i>(2018 Minnesota K-12 Academic Standards in Physical Education)</i>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>SE8. Social Skills: Child responds to and interacts with others in a meaningful way.</p>	<p>SE8.8. Initiates and joins cooperative play and conversations with others.</p> <p>SE8.9. Shows concern, respect, care, and appreciation for others and the environment.</p> <p>SE8.10. Takes turns with adult support.</p>	<p>SED 4 Relationships and Social Interactions with Peers (<i>applies to SE8.8</i>)</p> <p>ATL-REG 7 Shared Use of Space and Materials (<i>applies to SE8.9 and SE8.10</i>)</p>	<p>SE8.11. Shows flexibility in roles during play.</p> <p>SE8.12. Shows increasing ability to initiate, engage in, and sustain positive interactions with peers and adults.</p> <p>SE8.13. Takes turns without adult support.</p>	<p>SED 3 Relationships and Social Interactions with Familiar Adults (<i>applies to SE8.11 and SE8.12</i>)</p> <p>SED 4 Relationships and Social Interactions with Peers (<i>applies to SE8.11 and SE8.12</i>)</p> <p>ATL-REG 7 Shared Use of Space and Materials (<i>applies to SE8.13</i>)</p>	<p>0.4.3.1. Share equipment and space with others. (2018 Minnesota K-12 Academic Standards in Physical Education)</p> <p>0.5.3.1. Express enjoyment when being physically active individually and with others. (2018 Minnesota K-12 Academic Standards in Physical Education)</p>

Social Systems

Component Soc1-2: Self-Identify, Family, and Community

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc1. Self-Identity in the Community: Develops a sense of self-identity and belonging, and an understanding of how people and communities vary.</p>	<p>Soc1.8. Explores the physical characteristics that make individuals, families, and communities similar and different.</p> <p>Soc1.9. Describes their role(s) within the family, routines, familiar environments, and community.</p>	<p>SED 1 Identity of Self in Relation to Others</p>	<p>Soc1.10. Describes similarities and differences in people.</p> <p>Soc1.11. Identifies the ways an individual belongs to a family, community, and culture.</p> <p>Soc1.12. Understands that families and communities have similarities and differences.</p>	<p>SED 1 Identity of Self in Relation to Others</p>	<p>K5.23.1. Create a personal representation of themselves, including their family and/or ancestors. Discuss the choices made, describing what is special and important, including strengths and assets.</p> <p>0.2.2.2. Share personal perspective, identity and voice, verbally or visually. <i>(2020 Minnesota K-12 Academic Standards in English Language Arts)</i></p> <p>K.1.2.1. Consider and describe ways group members show they belong to the group.</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc2. Citizenship: Child develops an understanding of how to participate in routines and help in a group setting.</p>	<p>Soc2.5. Follows the daily rules and routines, with modeling and support from a caregiver.</p> <p>Soc2.6. Explains and practices ways that they can help others.</p>	<p>HSS 5 Responsible Conduct as a Group Member</p> <p>PD-HLTH 5 Safety</p>	<p>Soc2.7. Demonstrates an understanding of community agreements (e.g., rules), and the consequences when rules are not followed.</p> <p>Soc2.8. Provides help to the caregiver in the early childhood environment.</p>	<p>HSS 5 Responsible Conduct as a Group Member</p> <p>PD-HLTH 5 Safety</p>	<p>K.1.4.1. Identify examples of rules in the school and neighborhood community and explain why they exist. Describe incentives for following rules and consequences for breaking rules.</p> <p>K.5.24.1 Retell a story about an unfair experience that conveys a power imbalance (A personal experience or one from a story). Share what can be learned from this story.</p>

Component Soc3-4: Concept of Time

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc3. Personal and Family History: Child explores the concepts of past, present and future in relation to important personal events, with caregiver support as needed.</p>	<p>Soc3.8. Uses common language expressions when recalling and communicating about past events (e.g., saying, “yesterday,” “when I was a baby,” or “last time”).</p> <p>Soc3.9. Demonstrates an understanding of chronological order concepts in reference to a specific event (e.g., recalling an event such as the birth of a sibling).</p> <p>Soc3.10. Talks about recent family or friend events and their impact on themselves.</p>	<p>HSS 1 Sense of Time</p>	<p>Soc3.11. Uses language to recall and anticipate events in time with increasing understanding and accuracy.</p> <p>Soc3.12. Compares self to older and younger family members and friends with specific examples.</p> <p>Soc3.13. Describes a chronological order in a series of familiar events.</p> <p>Soc3.14. Reflects on the impact of past, present, and some future events on self and family.</p>	<p>HSS 1 Sense of Time (applies to Spc3.11, Soc3.13, and Soc3.14)</p> <p>SED 1 Identity of Self in Relation to Others (<i>applies to Soc3.12</i>)</p>	<p>K4.18.1. Ask historical questions about a past event in an individual’s family, school or local community.</p> <p>K.4.21.1. Use a variety of words to reference time in the past, present and the future; identify beginning, middle and end of historical stories.</p>

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc4. Community Stories and Traditions: Child has an awareness and appreciation of family and cultural stories and traditions.</p>	<p>Soc4.5. Tells stories about family, culture, and traditions.</p> <p>Soc4.6. Asks deeper questions about families and culture to build their understanding.</p>	None	Soc4.7. Compares their own cultural traditions with others' to understand similarities and differences.	None	<p>K4.19.1. Identify how different families and communities celebrate or commemorate events and engage in respectful conversation about traditions within an individual's family/community and those of other families/communities.</p> <p>K.4.20.1. Describe how people learn about the past by identifying different types of historical sources and asking what can be learned from those sources.</p> <p>K.4.22.1 Retell and discuss a story about diverse individuals or groups in the past that illustrates honesty, courage, friendship, respect and/or responsibility.</p>

Component Soc5-6: Environment, Geography, and Our Role in Society

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc5. Conservation: Child understands the responsibility of belonging to a community and that some environmental resources are limited.</p>	<p>Soc5.4. Practices conservation concepts such as reducing, reusing, and recycling (e.g., turning off running water when using the sink).</p>	<p>HSS 3 Ecology</p>	<p>Soc5.5. Participates in community conservation activities that help manage, preserve, and protect the environment (e.g., planting a tree).</p>	<p>HSS 3 Ecology</p>	<p>K.5.25.1 Describe the importance of first peoples’/ Indigenous peoples’ relationships to land, water, and the non-human world.</p>
<p>Soc6. Physical Environment: Child identifies important physical features in their environment.</p>	<p>Soc6.5. Explores and describes differences in physical environments where people live, work, and play (e.g., playground equipment at a park).</p>	<p>HSS 2 Sense of Place</p>	<p>Soc6.6. Begins to use geographic and spatial language to identify features of familiar environments (e.g., Identifies hills, ponds, rivers, and uses words like “near,” “far,” or “over”).</p> <p>Soc6.7. Uses objects (e.g., drawing materials or building blocks) to recreate a familiar environment (e.g., the park or the zoo).</p>	<p>HSS 2 Sense of Place</p>	<p>K.3.13.1. Explain or show routes between locations using both fixed and dynamic maps from local to global scales.</p> <p>K.3.14.1. Identify physical and human characteristics and find examples in the local community and within stories.</p> <p>K.3.17.1. Create a representation of a favorite place. Explain why it is important to them and how it makes them feel.</p>

Component Soc7: Economics: Wants, Needs, and Choices

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc7. Economic Reasoning: Child begins to have an understanding of wants, needs, choice, costs, incentives, rules, trade, and future outcomes.</p>	<p>Soc7.10. Participates in turn taking with increasing independence.</p> <p>Soc7.11. Describes basic needs for living things (e.g., food, water, shelter).</p> <p>Soc7.12. Begins to understand the use of trade or money to obtain goods and services (e.g., during dramatic play children trade pretend money for goods such as groceries).</p>	<p>ATL-REG 7 Shared Use of Space and Materials (<i>applies to Soc7.10</i>)</p> <p>COG 11 Knowledge of the Natural World (<i>applies to Soc7.11</i>)</p> <p>SED 5 Symbolic and Sociodramatic Play (<i>applies to Soc7.12</i>)</p>	<p>Soc7.13. Negotiates and shares with other children during play.</p> <p>Soc7.14. Labels individual needs and wants with support.</p> <p>Soc7.15. Asks for items that they need or would like (e.g., a toy or a favorite food at the store).</p>	<p>HSS 4 Conflict Negotiation</p>	<p>K.2.9.1. Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).</p> <p>K.2.10.1. Distinguish between goods (objects that can be seen or touched) and services (actions or activities). Identify goods and services that could satisfy a specific need or want.</p> <p>K.2.12.1. Explain why people agree to trade.</p>

Component Soc8-9: Technology

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	DRDP-PS 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	DRDP-PS 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc8. Using Technology: Child has the ability to choose and use some digital technology appropriately.</p> <p>*Digital technology includes videos, music, computers, tablets, television, smart phones, voice assistance, etc.</p>	<p>Soc8.6. Begins to understand that the content in digital media is used for specific purposes.</p> <p>Soc8.7. Explores all tools, including technology, to enhance learning with support from a caregiver.</p>	None	<p>Soc8.8. Knows when, how, and why to use a variety of digital and non-digital tools for learning (e.g., knows that a key opens a lock or a passcode unlocks a mobile device).</p>	None	<p>03.3.1. Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support. <i>(2020 Minnesota K-12 Academic Standards in English Language Arts, Computer Science)</i></p> <p>0.3.3.2. With prompting and support, create an individual or shared multimedia work for a specific purpose (ex. to share lived or imagined experiences, to present information, to entertain, or as artistic expression), considering digital footprint. <i>(2020 Minnesota K-12 Academic Standards in English Language Arts, Computer Science)</i></p>
<p>Soc9. Digital Safety and Well-Being: The ability to choose and use some digital technology appropriately.</p> <p>*Digital Technology includes videos, music, computers, tablets, television, smart phones, voice assistance, etc.</p>	<p>Soc9.4. Uses technology as one option for play.</p> <p>Soc9.5. Transitions to another activity after technology use, with adult support.</p>	None	<p>Soc9.6. Engages in developmentally appropriate use of all tools, including technology, with support from a caregiver.</p> <p>Soc9.7. Transitions to another activity after technology use.</p>	None	<p>2.2.3. Describe how the media can influence health behaviors. <i>(National Health Standard)</i></p>