mn DEPARTMENT
OF EDUCATION

mn DEPARTMENT OF CHILDREN,
YOUTH, AND FAMILIES

Minnesota Early Childhood Indicators of Progress (ECIPs) and Minnesota Academic Standards: Kindergarten Alignment Crosswalk for the GOLD 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 GOLD assessment tool 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 GOLD, 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. GOLD data (along with other relevant information) can also be used to guide continuous program improvement efforts. The embedded chart illustrates how the GOLD 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 GOLD 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 GOLD, please visit the Teaching Strategies GOLD website.

How this document is organized:
1. Each ECIP Domain of Learning has its own section (or table).
2. Listed in column one of the table are all ECIP Subcomponents.
3. Listed in column three are the GOLD green color band objectives (for two years prior to kindergarten, i.e., 3-to 4-year-olds) and column five has the blue color band objectives (for the year prior to kindergarten, i.e., 4-to 5-year-olds).
4. Listed in column six are the Kindergarten Academic Standards (if any) that align to the ECIP and GOLD Objectives.
5. "None" indicates that no alignment exists.

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(Organized by ECIP Domain of Learning)

Approaches to Learning

Component AL 1-2: Curiosity and Inquisitiveness

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 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.	11d Demonstrates positive approaches to learning – Shows curiosity and motivation	AL1.6. Seeks out new experiences, objects, or materials for own enjoyment.	11d Demonstrates positive approaches to learning – Shows curiosity and motivation	0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support. *(2020 Minnesota K-12 Academic Standards in English Language Arts)*
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.	11d Demonstrates positive approaches to learning – Shows curiosity and motivation *(applies to AL2.6 and AL2.8)* 11e Demonstrates positive approaches to learning - Shows flexibility and inventiveness in thinking *(applies to AL2.7)*	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.	11d Demonstrates positive approaches to learning – Shows curiosity and motivation	0.3.2.1 Speaks audibly and express thoughts feelings, and ideas clearly. *(2020 Minnesota K-12 Academic Standards in English Language Arts)*

Component AL3-4: Attentiveness

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	AL3.7. Engages in play with peers for 5-8 minutes. AL3.8. Maintains focused attention in a large group for short periods. AL3.9. Works at a task despite distractions until the task is complete.	11a Demonstrates positive approaches to learning - Attends and engages 11b Demonstrates positive approaches to learning - Persists	AL3.10. Participates in large group activities led by a teacher for sustained periods. AL3.11. Participates in large group activities and discussions. AL3.12. Makes a plan to complete tasks.	11a Demonstrates positive approaches to learning - Attends and engages (*applies to AL3.10 and AL3.11*) 11b Demonstrates positive approaches to learning - Persists (*applies to AL3.12*)	None

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
AL4. Choice Making: Child makes choices from developmentally appropriate and engaging objects, people, or activities offered by caregivers.	AL4.4. Engages in self-initiated activities for up to five-minutes.	11b Demonstrates positive approaches to learning - Persists	AL4.5. Creates a plan to achieve a goal and follows through to completion with occasional adult support.	11b Demonstrates positive approaches to learning - Persists	3.0.3.6.1. Make a musical choice while singing, playing instruments, or moving to explore the effects of musical elements. *(2018 Minnesota K-12 Academic Standards in Arts Education: Music)* 5.0.2.4.1 1. Identify choices made in one's original artwork. *(2018 Minnesota K-12 Academic Standard in Arts Education: Visual Arts)* 0.1.2.3 Choose and read texts that explore personal identity and interests, with prompting and support. *(2020 Minnesota K-12 Academic Standards in English Language Arts)* 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. *(2021 Minnesota K-12 Academic Standards in Social Studies)*

Component AL5-7: Imagination

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
AL5. Creative Play: Child demonstrates imagination in their play.	AL5.9. Engages in cooperative play and collaborating with others in games and activities. AL5.10. Experiments with new ways to combine materials.	14b Uses symbols and images to represent something not present - Engages in sociodramatic play *(applies to AL5.9)* 11e Demonstrates positive approaches to learning - Shows flexibility and inventiveness in thinking *(applies to AL5.10)*	AL5.11. Develops more elaborate imaginative play, that includes complex scenarios and storylines. AL5.12. Uses humor and laughter during play (e.g., tells a joke or a funny story). AL5.13. Uses a variety of voice inflections and facial expressions in play.	14b Uses symbols and images to represent something not present - Engages in sociodramatic play	K-12 Academic Standards in Arts Education: Media Arts) 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) 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) 0.5.0.2.2.2. Explore artistic ideas through intentional play. (2018 Minnesota K-12 Academic Standards in Arts Education: Theater)

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	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").	14b Uses symbols and images to represent something not present - Engages in sociodramatic play	AL6.5. Begins to intentionally plan how to use materials to express an idea (e.g., setting up a pretend store). AL6.6. Notices written letters and words represent objects, people, or events, and begins to use written letters or words in play.	14a Uses symbols and images to represent something not present - Thinks symbolically 14b Uses symbols and images to represent something not present - Engages in sociodramatic play	1.0.2.3.2 2. Express an idea, feeling, or image through movement. (2018 Minnesota K-12 Academic Standards in Arts Education: Dance) 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)
AL7. Originality: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original, and relevant.	AL7.4. Engages in social, inventive play with materials.	11e Demonstrates positive approaches to learning - Shows flexibility and inventiveness in thinking	AL7.5. Explores different materials, tools, and processes to create unique products of their own choosing.	11e Demonstrates positive approaches to learning - Shows flexibility and inventiveness in thinking	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) 0P.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.)

Component AL8-12: Processing and Using Information

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 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.	12a Remembers and connects experiences - Recognizes and recalls	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.	12b Remembers and connects experiences - Makes connections	None

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ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
AL9. Managing Attention: Child manages attention and thoughts.	AL9.9. Attends for longer periods of time through a broad range of adult-directed and child-initiated activities. AL9.10. Makes self-directed choices from a greater variety of options. AL9.11. Shows increasing ability to remember and follow simple two-step directions.	11a Demonstrates positive approaches to learning - Attends and engages *(applies to AL9.9)* 11e Demonstrates positive approaches to learning - Shows flexibility and inventiveness in thinking *(applies to AL9.10)* 12a Remembers and connects experiences - Recognizes and recalls *(applies to AL9.11)*	AL9.12. Maintains focus and perseverance on a task of interest for a minimum of five minutes independently. AL9.13. Begins to develop ways to think about and solve problems, seeking adult support as needed.	11a Demonstrates positive approaches to learning - Attends and engages (12a Remembers and connects experiences - Recognizes and recalls *(applies to AL9.12)* 11c Demonstrates positive approaches to learning - Solves problems 12a Remembers and connects experiences - Recognizes and recalls *(applies to AL9.13)*	None
AL10. Flexible Thinking: Child considers more than one possible outcome to a problem or question.	AL10.6. Generates multiple answers to a prompt (e.g., helps make a list of things with wheels).	11e Demonstrates positive approaches to learning - Shows flexibility and inventiveness in thinking	AL10.7. Considers other points of view and may change opinion or idea when faced with new information.	11e Demonstrates positive approaches to learning - Shows flexibility and inventiveness in thinking	0P.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. *(2019 Minnesota K-12 Academic Standards in Science)*

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ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 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).	11c Demonstrates positive approaches to learning - Solves problems	AL11.6. Attempts to solve problems independently. AL11.7. Explains the possible solutions of problems and outcomes.	11c Demonstrates positive approaches to learning - Solves problems	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.	24 Uses scientific inquiry skills	AL12.7. Draws conclusions and explains thinking.	24 Uses scientific inquiry skills	0P.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. *(2019 Minnesota K-12 Academic Standards in Science)*

The Arts

Component A1-2: Exploring the Arts

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 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).	9a Uses language to express thoughts and needs - Uses an expanding expressive vocabulary	A1.5. Describes differences in artistic experiences using art-related vocabulary (e.g., "I paint with a paintbrush. I draw with a crayon").	33 Explores the visual arts 34 Explores musical concepts and expression 35 Explores dance and movement concepts 36 Explores drama through actions and language	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.	23 Demonstrates knowledge of patterns	A2.5. Creates their own artistic patterns while engaging in artistic experiences.	23 Demonstrates knowledge of patterns	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	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 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).	33 Explores the visual arts 34 Explores musical concepts and expression 35 Explores dance and movement concepts 36 Explores drama through actions and language	A3.5. Chooses to engage in artistic experiences with purpose (e.g., creating a picture for their caregiver) and describes artistic work when prompted.	33 Explores the visual arts 34 Explores musical concepts and expression 35 Explores dance and movement concepts 36 Explores drama through actions and language	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.	33 Explores the visual arts 34 Explores musical concepts and expression 35 Explores dance and movement concepts 36 Explores drama through actions and language	A4.5. Creates artistic experiences that represent thoughts, feelings, experience, and knowledge.	33 Explores the visual arts 34 Explores musical concepts and expression 35 Explores dance and movement concepts 36 Explores drama through actions and language	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	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 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.	8b Listens to and understands increasingly complex language - Follows directions *(applies to LLC1.9)* 8a Listens to and understands increasingly complex language - Comprehends language *(applies to LLC1.10)*	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.	8b Listens to and understands increasingly complex language - Follows directions *((applies to LLC1.11)* 8a Listens to and understands increasingly complex language - Comprehends language *(applies to LLC1.12 and LLC1.13)*	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	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
LLC2. Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.	LLC2.11. Initiates or extends conversations with varied comments or questions. LLC2.12. Communicates clearly enough to be understood by the majority of those who speak the same language.	10a Uses appropriate conversational and other communication skills - Engages in conversations (8a Listens to and understands increasingly complex language - Comprehends language *(applies to LLC2.11)* 10b Uses appropriate conversational and other communication skills - Uses social rules of language *(applies to LLC2.11)* 9b Uses language to express thoughts and needs - Speaks clearly *(applies to LLC2.12)*	LLC2.13. Uses verbal or nonverbal communication to understand and solve problems with adults or other children. LLC2.14. Asks and answers questions to seek help or get information.	9b Uses language to express thoughts and needs - Speaks clearly 10a Uses appropriate conversational and other communication skills - Engages in conversations	0.2.2.2 Share personal perspective, identity and voice, verbally or visually. 0.2.4.1 State a personal opinion for the purpose of sharing, verbally, visually or in written form, with support and guidance. 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. 0.2.5.2 Verbally or visually respond to a story, with support and guidance. 0.2.6.1 Tell a story about a personal experience or that of a character, verbally, visually or in written form. 0.2.7.1. Ask questions to participate in shared research and writing projects. 0.3.1.1 (A and B) a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, and continue exchange of ideas through multiple exchanges.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
					0.3.2.1. Speak audibly and express thoughts, feelings and ideas clearly.
LLC3. Vocabulary and Syntax: The child understands vocabulary and culturally-specific ways for putting words together in their home language and/or English.	LLC3.11. Uses increasingly longer sentences to share information about experiences with people, places, or things. LLC3.12. Uses more new words that more precisely name and describe objects. LLC3.13. Applies language rules to words or sentences, accurately or inaccurately (e.g., "We *goed* to the store").	9a Uses language to express thoughts and needs - Uses an expanding expressive vocabulary 9c Uses language to express thoughts and needs - Uses conventional grammar	LLC3.14. Uses increasingly complex sentences to describe relationships between two or more things or events. LLC3.15. Uses increasingly specific and precise words to name objects and their features and functions. LLC3.16. Uses words and longer sentences to describe events in sequence (e.g., storytelling).	9a Uses language to express thoughts and needs - Uses an expanding expressive vocabulary 9c Uses language to express thoughts and needs - Uses conventional grammar	0.1.4.4. Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support. 0.1.8.2. Ask and answer questions about unfamiliar vocabulary in informational text read aloud. 0.2.6.2 Correctly order beginning, middle and end of a story, with support and guidance. 0.3.2.1 Speak audibly and express thoughts, feelings and ideas clearly.

Component LLC4-8: Emergent Reading

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
LLC4. Engagement: Child participates and has sustained attention for interactions that involve print.	LLC4.9. Points to both pictures and text when engaging with print books (e.g., points to letters in their name). LLC4.10. Shows persistence with longer and more complex narratives and informational text (e.g., maintains attention throughout read aloud). LLC4.11. Offers a personal response to stories read aloud.	18a Comprehends and responds to books and other texts - Interacts during reading experiences, book conversations, and text reflections	LLC4.12. Actively participates in reading activities with enjoyment and purpose. LLC4.13. Retells familiar stories using a book as a guide. LLC4.14. Initiates shared and solitary book use. LLC4.15. Requests information and access to new literacy materials. LLC4.16. Notices environmental print (e.g., classroom or building signs, food logos) and finds meaning behind it.	18a Comprehends and responds to books and other texts - Interacts during reading experiences, book conversations, and text reflections *(applies to LLC4.12, LLC4.13, LLC4.14, and LLC4.15)* 17b Demonstrates knowledge of print and its uses - Uses print concepts *(applies to LLC4.16)*	0.1.1.0 Demonstrate understanding of the basic features of print: 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 0.1.2.3. Choose and read texts that explore personal identity and interests, with prompting and support. 0.1.4.1 Ask and answer questions about key details in a text, with prompting and support. 0.1.4.2 Identify the topic of a text, with prompting and support. 0.1.4.3 Identify characters and setting, in a literary text, with prompting and support. 0.1.4.4 Describe the connection between two pieces of information, events, people or ideas in informational text, with prompting and support. 0.1.5.2 Recognize the difference between literary and informational text, through listening or reading.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
					0.1.5.3 Recognize the connection between illustrations and text. 0.1.6.3 Recognize common types of text (e.g., storybooks, informational, poems) through listening or reading.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
LLC5. Phonological Awareness: Child hears (as able) and understands the separate sounds that make up language.	LLC5.11. Shows interest in and associates sounds with words (e.g., child shows reaction when hearing the first letter of their name). LLC5.12. Plays with sounds, words, and language (e.g., rhyming and matching first sounds in words) with or without attention to meaning.	15c Demonstrates phonological awareness, phonics skills, and word recognition - Notices and discriminates discrete units of sound *(applies to LLC5.11)* 15a Demonstrates phonological awareness, phonics skills, and word recognition - Notices and discriminates rhyme *(applies to LLC5.12)* 15b Demonstrates phonological awareness, phonics skills, and word recognition - Notices and discriminates alliteration *(applies to LLC5.12)*	LLC5.13. Identifies and continues sound patterns in words. LLC5.14. Produces rhyming words or words with the same beginning sound, when prompted. LLC5.15. Identifies individual sounds or segments (parts) of words when prompted (e.g., Identifying first part of the word "cupcake").	15c Demonstrates phonological awareness, phonics skills, and word recognition - Notices and discriminates discrete units of sound *(applies to LLC5.13 and LLC5.15)* 15a Demonstrates phonological awareness, phonics skills, and word recognition - Notices and discriminates rhyme *(applies to LLC5.14)* 15b Demonstrates phonological awareness, phonics skills, and word recognition - Notices and discriminates alliteration *(applies to LLC5.14)*	0.1.1.1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 0.1.1.2. Know and apply grade-level phonics and word analysis skills in decoding words. 0.1.1.3. Read decodable texts accurately, with guidance and support. 0.1.8.1 Recognize rhythm, alliteration and repeated lines in a story, poem or song read aloud. 0.2.1.2. Demonstrate one-to-one letter-sound correspondence.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	**Gold** **Green Color Band** 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	**Gold** **Blue Color Band** 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
LLC6. Letter Recognition: Child recognizes the shapes of letters and recalls the names of letters.	LLC6.5. Points to or names some shapes, colors, letters, and other familiar symbols (e.g., first letter in child's name).	16a Demonstrates knowledge of the alphabet - Identifies and names letters	LLC6.6. Names familiar letters (e.g., letters in child's name) and produces letter sound (e.g., "ef" for F). LLC6.7. Recognizes (verbally or nonverbally) the difference between letters and other symbols (e.g., a square versus the letter "T"). LLC6.8. Names some objects, shapes, colors, letters, numbers, and symbols with increasing fluency.	16a Demonstrates knowledge of the alphabet - Identifies and names letters *(applies to LLC6.6, LLC6.7, and LLC6.8)* 16b Demonstrates knowledge of the alphabet - Identifies letter–sound correspondences *(applies to LLC6.6)*	0.1.1.0 Demonstrate understanding of the basic features of print: b. Recognize and name all uppercase and lowercase letters of the alphabet. 0.2.1.0. Print many uppercase and lowercase letters.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	LLC7.7. Looks at and shares books and other print materials with others from front to back.	17a Demonstrates knowledge of print and its uses - Uses and appreciates books and other texts 17b Demonstrates knowledge of print and its uses - Uses print concepts	LLC7.8. Names some parts of a print material (e.g., cover and pages of a book). LLC7.9. Demonstrates knowledge and understanding of print orientation in English (e.g., left to right and top to bottom) and/or languages that are used in the home or community. LLC7.10. Points to words or symbols and attempts to read.	17a Demonstrates knowledge of print and its uses - Uses and appreciates books and other texts *(applies to LLC7.8)* 17b Demonstrates knowledge of print and its uses - Uses print concepts *(applies to LLC7.9)* 18b Comprehends and responds to books and other texts - Uses emergent reading skills *(applies to LLC7.10)*	0.1.1.0. (A). Demonstrates understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom and page by page. 0.1.5.1. Recognize orientation (front cover, back cover, title) of print text and navigation of digital text. 0.1.6.1 Define the role of an author and illustrator in telling a story. 0.1.6.3. Recognize common types of text (ex. storybooks, informational, poems), through listening or reading.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
LLC8. Comprehension of Text: Child understands the events and order of events in a story or text in one or more languages.	LLC8.10. Retells important information from a story or text. LLC8.11. Tells simple stories and experiences from their own life. LLC8.12. Uses vocabulary related to key concepts and central themes from a story or text.	18c Comprehends and responds to books in other texts - Retells stories and recounts details from informational texts	LLC8.13. Predicts what will happen next in a story using language or drawings. 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). LLC8.15. Describes conflict and conflict resolution themes from a story or text (e.g., "The rabbit got away from the farmer").	18d Comprehends and responds to books in other texts - Uses context clues to read and comprehend texts *(applies to LLC8.13)* 18c Comprehends and responds to books in other texts - Retells stories and recounts details from informational texts *(applies to LLC8.14 and LLC8.15)*	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. 0.1.4.1. Ask and answer questions about key details in a text, with prompting and support. 0.1.4.2. Identify the topic of a text, with prompting and support. 0.1.4.3. Identify characters and settings in a literary text, with prompting and support. 0.1.5.2 Recognize the difference between literary and informational text, through listening or reading. 0.2.6.2. Correctly order beginning, middle and end of a story, with support and guidance.

Component LLC 9: Writing

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
LLC9. Writing Conventions: Child understands that words can be written, and that writing has meaning.	LLC9.8. Uses letter-like symbols to make letters or words in home language and/or English. LLC9.9. Uses symbols and drawing to represent writing.	19b Demonstrates writing skills - Writes to convey ideas and information	LLC9.10. Writes own name and words about familiar and interesting things. LLC9.11. Understands the different purposes for writing (e.g., stories, lists, or labels). LLC9.12. Uses invented spelling (e.g., chooses incorrect or unusual letters to spell words). LLC9.13. Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or to create original stories.	19a Demonstrates writing skills - Writes name *(applies to LLC9.10)* 19b Demonstrates writing skills - Writes to convey ideas and information *(applies to LLC9.10, LLC9.12, and LLC9.13)* None *(applies to LLC9.11)*	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. 0.2.2.1 Write routinely (may include a combination of drawing, dictating and writing), with support and guidance. 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.

Mathematics

Component M1-7: Number Knowledge

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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).	M1.6. Says or signs numbers correctly up to 10, with or without objects. M1.7. Notices numbers or numerals in the environment. M1.8. Recognizes when others make errors while saying or signing a number sequence. M1.9. Begins to make number-like forms, such as a line or circle.	20a Uses number concepts and operations - Counts *(applies to M1.6, M1.7, and M1.8)* 19b Demonstrates writing skills - Writes to convey ideas and information *(applies to M1.9)*	M1.10. Says or signs numbers forward up to at least 20, with some mistakes. M1.11. Says or signs numbers backwards from 10. 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?"). M1.13. Reads some numbers from 0 to 10, saying number words in the correct order, with some mistakes possible. M1.14. Names or says some numbers from 0 to 10, saying number words in the correct order, with some mistakes possible.	20a Uses number concepts and operations - Counts	0.3.5.4. Count forward, with and without objects, to at least 31. Count backward from 20. (MP6) ✿ 0.3.5.2. Count collections of objects up to 31 by grouping in 10s using ten-frames, cups, or other tools. (MP6, MP7) ✤ $ ✿

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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).	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).	20c Uses number concepts and operations - Connects numerals with their quantities	M2.3. Demonstrates and uses one-to-one counting to count with sets up to 10 items.	20c Uses number concepts and operations - Connects numerals with their quantities	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) ✤

ECIP Subcomponent(s)	ECIP Indicator(s)\n\n3-4 years	Gold\n\nGreen Color Band\n\n3-4 years	ECIP Indicator(s)\n\n4-5 years and\nFall of Kindergarten	Gold\n\nBlue Color Band\n\n4-5 years	Kindergarten Academic Standard(s)\n\nEnd of Kindergarten
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.	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.\n\nM3.4. Gives the correct number of items consistently, when asked, up to four.	20b Uses number concepts and operations - Quantifies	M3.5. Identifies a correct quantity (between four and 10 items) with a number word (e.g., or "four" or "six").\n\nM3.6. Gives the correct number of items consistently when asked, for between four and 10 items.\n\nM3.7. Identifies that the final number word used when counting out an item set represents the exact number of items in the set.\n\nM3.8 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).	20b Uses number concepts and operations - Quantifies *(applies to M3.5 and M3.6)*\n\n20a Uses number concepts and operations - Counts *(applies to M3.7)*\n\nNone *(applies to M3.8)*	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.\n\nUnderstand 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) ✤ ☼

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	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. 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."	20c Uses number concepts and operations - Connects numerals with their quantities *(applies to M4.4)* 20b Uses number concepts and operations - Quantifies *(applies to M4.5)*	M4.6. Associates numerals (e.g., three or four) with the correct number word or number (e.g., "three" or "four") up to 10. 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."	20c Uses number concepts and operations - Connects numerals with their quantities *(applies to M4.6)* 20b Uses number concepts and operations - Quantifies *(applies to M4.7)*	0.3.5.1. Recognize that a number can be used to represent how many objects are in a set. (MP1, MP6) ✤ ☼
M5. Comparing Numbers and Quantities: The child uses organizing strategies to know how many objects they have.	M5.4 Uses terms like "more" and "less," "bigger" and "smaller," and "a little bit" and "a lot" to refer to approximate quantities.	20b Uses number concepts and operations - Quantifies	M5.5. Estimates quantities verbally without counting, although inconsistently and sometimes with mistakes.	None	0.3.5.2. Count collections of objects up to 31 by grouping in 10s using ten-frames, cups, or other tools. (MP6, MP7) ✤ $ ☼ 0.3.5.5. Find a number that is 1 more or 1 less than a given number. (MP7, MP8) 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) $ μ

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	**Gold** **Green Color Band** 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	**Gold** **Blue Color Band** 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
M6. Numerical Relations and Operations: The child creates a set or subset based on a rule and can combine or separate sets.	M6.4. Combines or separates items (or sets of objects) to make another number. M6.5. States the number that comes before or after (up to the number five).	None *(applies to M6.4)* 20a Uses number concepts and operations - Counts *(applies to M6.5)*	M6.6. States the number that comes before or after (up to the number 10). 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. M6.8. Names the next number in a set of up to 10 items without recounting, even when the set isn't visible. 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).	20a Uses number concepts and operations - Counts *(applies to M6.6)* None *(applies to M6.7 and M6.8)* 20b Uses number concepts and operations - Quantifies *(applies to M6.9)*	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) 0.3.5.8. Fluently add and subtract within 5. (MP2)

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold **Green Color Band** 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold **Blue Color Band** 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	M7.3. Uses ordinal position sequencing terms (e.g., "first," "most," "last," "before"). M7.4. Orders a few objects by size without assistance.	22c Compares and measures - Represents and analyzes data *(applies to M7.3)* 22a Compares and measures - Measures objects *(applies to M7.4)*	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).	22c Compares and measures - Represents and analyzes data	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) ✦ ☼

Component M8: Measurement

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
M8. Measurement: Child recognizes and makes comparisons of measurable attributes (e.g., length, height, width, area, volume, physical distance, time duration).	M8.7. Begins to understand the need to use standardized units, common and unconventional, to measure. M8.8. Demonstrates understanding of measurement terms (e.g., "longer" and "shorter" or "farthest" and "closest") by saying or pointing.	22a Compares and measures - Measures objects	M8.9. Uses standardized units, common and unconventional, to measure. M8.10. Compares and orders more than two items in some way (e.g., shortest to longest, smallest to biggest). 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).	22a Compares and measures - Measures objects	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) ✢ $ ☼ 0.2.3.2. Describe several measurable attributes of objects such as length and weight. (MP4, MP6) ✢ ☼

Component M9: Patterns

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	M9.6. Recognizes repeating patterns. M9.7. Copies simple existing patterns. M9.8. Extends a simple pattern.	23 Demonstrates knowledge of patterns	M9.9. Uses words or pictures to describe a simple pattern. M9.10. Applies a simple pattern rule to different materials or modes (sound, body, color, size, movement). M9.11. Copies an example of a complex pattern.	23 Demonstrates knowledge of patterns	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) ✤ # ✿ 0.3.7.2. Recognize patterns in counting. Skip count by 10s starting at zero up to 100. (MP7) ✤ $ ✿

Component M10-12: Geometry and Spatial Thinking

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	M10.5. Recognizes 2D and 3D shapes in the environment. M10.6. Points to or names familiar 2D and 3D shapes (circles, spheres, squares, cubes, triangles) accurately when asked.	21b Explores and describes spatial relationships and shapes - Understands shapes	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"). M10.8. Puts together (composes) and takes apart (decomposes) shapes.	21b Explores and describes spatial relationships and shapes - Understands shapes	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) ✤ ✿ 0.2.4.3. Compose, decompose and name simple shapes. Recognize shapes regardless of their overall size and orientation. (MP1, MP2) µ
M11. Transformations and Symmetry: The child locates and manipulates shapes in their environment.	M11.8. Puts together (composes) and takes apart (decomposes) shapes to create new shapes.	21b Explores and describes spatial relationships and shapes - Understands shapes	M11.9. Recognizes and creates shapes that have symmetry. M11.10. Recognizes that complex shapes need to be rotated, flipped, or turned around before objects fit together (e.g., puzzle pieces).	None *(applies to M11.9)* 21b Explores and describes spatial relationships and shapes - Understands shapes *(applies to M11.10)*	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) ✤ ✿

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
M12. Location, Spatial Relationships and Landmark Use: The child recognizes where a person or object is in relation to other people or objects.	M12.4. Uses terms to explain distances and lengths (e.g., "Near" and "far," "under" and "above," and "front" and "back"). M12.5. Uses a simple map of a visible area to locate placement, with verbal cues.	21a Explores and describes spatial relationships and shapes - Understands spatial relationships *(applies to M12.4 and M12.5)*	M12.6. Recognizes and describes the position of objects in their environment. M12.7. Produces a simple map.	21a Explores and describes spatial relationships and shapes - Understands spatial relationships *(applies to M12.6 and M12.7)*	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.

Component M13-15: Data Analysis

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
M13. Sorting: The child recognizes that objects can be sorted by attributes (e.g., shape, color, texture, size).	M13.6. Sorts objects based on an observable attribute, with or without assistance (e.g., shape, color, texture, size). M13.7. Demonstrates understanding that attributes are measurable (e.g., counting small objects of same color).	13 Uses Classification Skills	M13.8. Says or shows the attribute used for sorting or comparing objects. M13.9. Sorts objects by using flexible rules (e.g., sort first by color, then sort the same objects by size).	13 Uses Classification Skills	0.2.4.1. Sorts objects using characteristics such as shape, size, color and thickness. (MP1, MP6) ✦ ☼

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold **Green Color Band** 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold **Blue Color Band** 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
M14. Collects, Classifies, and Organizes Information: The child collects, classifies, and organizes data based on distinguishing characteristics (quantity, attributes).	M14.1. Participates in simple data collection with support from a caregiver (e.g., watches caregiver chart answers to question of the day). M14.2. Collects information about one or more attributes (e.g., how many children like one food versus another).	22c Compares and measures - Represents and analyzes data *(applies to M14.1)* 13 Uses Classification Skills *(applies to M14.2)*	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). 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). 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). M14.5. Collects and shares data independently (e.g., asks peers about preferences for group chart activity).	22c Compares and measures - Represents and analyzes data *(applies to M14.3)* 22c Compares and measures - Represents and analyzes data *(applies to M14.3 and M14.5)* 13 Uses Classification Skills *(applies to M14.4)*	0.1.1.2. Organize objects, draw pictures, or use tally marks to represent data and communicate observations. (MP3, MP6) # μ

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
M15. Describes and Uses Data: The child describes data and uses it to solve problems or ask questions.	M15.1. Identifies patterns, differences, or similarities of information displayed (e.g., on a chart). M15.2. Uses language words, pictures, or signs to describe those patterns, differences, or similarities of data.	22c Compares and measures - Represents and analyzes data	M15.3 Describes differences in data (e.g., more children like "apples" than "bananas"). 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").	22c Compares and measures - Represents and analyzes data	0.1.1.1. Notice and describe patterns in data-rich situations. (MP1, MP7) ✤ # ☼ 0.1.1.2. Organize objects, draw pictures, or use tally marks to represent data and communicate observations. (MP3, MP6) # μ

Physical and Movement Development

Component P1-5: Gross Motor

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
P4. Locomotion: Child moves their body through a space from one place to another.	P4.13. Moves under and around three or more objects (e.g., in an obstacle course or on a playground). P4.14. Balances while walking across an object (e.g., a curb) with some assistance. 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). P4.16. Explores on play equipment. P4.17. Jumps on one foot a few times. 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).	4 Demonstrates traveling skills 5 Demonstrates balancing skills	P4.19 Balances independently while walking across an object (e.g., walking along a line on ground). P4.20. Walks up and down stairs using alternating feet independently while holding the handrail. P4.21. Jumps alternating between each foot and both feet (e.g., playing hopscotch or dancing). P4.22. Jumps off variable heights using a one-foot lead or with two feet. P4.23. Gallops freely or in a game (one foot step-hop, with one foot leading). P4.24. Avoids obstacles and people while moving.	4 Demonstrates traveling skills 5 Demonstrates balancing skills	0.1.1.1. Hop, gallop, slide, skip, and run while maintaining balance. 0.1.1.2. Jump and land in the horizontal plane while maintaining balance. 0.1.1.3. Jump and land in the vertical plane while maintaining balance. 0.1.1.4. Perform locomotor skills in educational dance while maintaining balance. 0.1.3.16. Jump a single jump with a self-turned rope. 0.1.3.17. Jump a long rope with teacher-assisted turning. 0.2.1.3. Travel using slow and fast speeds. 0.4.5.1 Move safely in personal space with minimal reminders.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
P5. Object Control: Child manipulates objects to propel or receive.	P5.8. Kicks a ball. P5.9. Throws a ball with one or two hands. P5.10. Catches by cradling in arms toward the body. P5.11. Pedals an object with wheels (e.g., a tricycle or riding toys).	6 Demonstrates gross-motor manipulative skills	P5.12. Kicks a ball close to a wide target. P5.13. Throws a ball with some accuracy to a target or person. P5.14. Catches a ball using two hands. P5.15. Bounces and catches a ball a few times using two hands.	6 Demonstrates gross-motor manipulative skills	0.1.3.1. Roll and throw underhand with opposite foot forward. 0.1.3.2. Throw overhand while maintaining balance. 0.1.3.4. Drop and catch a ball before it bounces twice. 0.1.3.5. Dribble with one hand, attempting a second contact. 0.1.3.6. Dribble with the inside of the foot, attempting a second contact. 0.1.3.7. Pass with the feet, while maintaining balance. 0.1.3.11. Volley individually using various body parts, attempting a second hit.

Component P6-7: Fine Motor and Self-Care

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
P6. Dexterity: Child coordinates and controls movement of hands and fingers to grasp (hold with fist), hold (pinch finger and thumb), and manipulate objects.	P6.14. Uses fingers and thumb to hold objects and matches them in a boundary area (e.g., shape sorters). P6.15. Uses two hands together to complete tasks (e.g., ripping paper, stringing beads, lacing shoestrings, stacking smaller items). 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).	7a Demonstrates fine-motor strength and coordination - Uses fingers and hands *(applies to P6.14 and P6.15)* 7b Demonstrates fine-motor strength and coordination - Uses writing and drawing tools *(applies to P6.16)*	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). P6.18. Draws with intention and detail (e.g., writing letters or drawing shapes, lines, and stick people). 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).	7a Demonstrates fine-motor strength and coordination - Uses fingers and hands *(applies to P6.17)* 7b Demonstrates fine-motor strength and coordination - Uses writing and drawing tools *(applies to P6.18)* None *(applies to P6.19)*	0.2.1.0. Print many uppercase and lowercase letters. (*2020 Minnesota K-12 Academic Standards in English Language Arts)*

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
P7. Self-Care: Child participates in culturally specific daily care routines for feeding, dressing, and personal hygiene.	P7.12. Assists with putting footwear on and taking them off. P7.13. Demonstrates increasing independence with toileting.	1c Regulates own emotions and behaviors - Takes care of own needs appropriately	P7.14. Dresses with near independence. P7.15. Puts their footwear on and takes them off. May need help with ties and fasteners. P7.16. Puts on and takes off their indoor and outdoor clothes independently.	1c Regulates own emotions and behaviors - Takes care of own needs appropriately	0.3.5.1. Recognize that food provides energy for physical activity. 0.5.1.1. Recognize that physical activity is important for good health. K.1.2.1. Identify that healthy behaviors affect personal health. *(National Health Standards)*

Scientific Thinking and Exploring

Component ST1-2: Explore

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
ST1. Observe and Question: Child demonstrates awareness of and engagement with materials and environment.	ST1.6. Uses past experiences to generate new questions.	24 Uses scientific inquiry skills	ST1.7. Describes differences and similarities. ST1.8. Expresses curiosity and/or makes predictions after observing something that occurs repeatedly.	24 Uses scientific inquiry skills	0E.1.1.1.1. Ask questions to obtain information from weather forecasts to prepare for and respond to severe weather. 0L.1.2.1.2. Make observations of plants and animals to compare the diversity of life in different habitats.
ST2. Investigate: Child actively demonstrates curiosity about self, others, and surroundings.	ST2.7. Seeks to gain additional knowledge in areas of interest using trial and error and/or asking for caregiver help. ST2.8. Explores and notices properties in objects. ST2.9. Uses many tools as intended (e.g., scissors or magnifying glass).	24 Uses scientific inquiry skills *(applies to ST2.7)* 26 Demonstrates knowledge of the characteristics of living things *(applies to ST2.8)* 28 Uses tools and other technology to perform tasks *(applies to ST2.9)*	ST2.10. Starts with a useful, general approach to investigation even if details may be lacking. ST2.11. Explores objects with the intention of finding out something specific. ST2.12. Uses tools in new and creative ways.	24 Uses scientific inquiry skills *(applies to ST2.10 and ST2.11)* 28 Uses tools and other technology to perform tasks *(applies to ST2.12)*	0E.2.1.1.2. Make daily and seasonal observations of local weather conditions to describe patterns over time. 0L.2.1.1.3. Record and use observations to describe patterns of what plants and animals (including humans) need to survive.

Component ST3-4: Discover

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold **Green Color Band** 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold **Blue Color Band** 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
ST3. Experiment: Child develops and completes a task based on a question, interest, or anticipated outcome, when provided with opportunities from caregivers within environments.	ST3.10. Makes a simple plan to see what will happen. ST3.11. Uses a greater variety of strategies to carry out ideas. ST3.12. Demonstrates ability to focus on multiple elements of a situation. ST3.13. Makes a prediction when prompted.	24 Uses scientific inquiry skills *(applies to ST3.10, ST3.11, and ST3.13)* 11a Demonstrates positive approaches to learning - Attends and engages *(applies to ST3.12)*	ST3.14. Makes a plan in advance with an intended outcome. ST3.15. Demonstrates awareness that different materials and variables impact strategies and outcomes. ST3.16. Makes a logical prediction of an expected outcome. ST3.17. Changes a plan or actions when the outcome is not as expected.	24 Uses scientific inquiry skills	0P.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. 0P.3.2.2.1. Design and build a structure to reduce the warming effect of sunlight on Earth's surface.
ST4. Evaluate: Child studies, questions, plays, and engages in problem solving to gain understanding.	ST4.7. Describes items by comparing, sorting, classifying, and/or organizing. ST4.8. Begins to rely on or expect information, based on things seen or experienced directly.	24 Uses scientific inquiry skills	ST4.9. Offers detailed observations of why the result occurred. ST4.10. Is open to more than one solution or answer to a problem. ST4.11. Reflects on results and develops understanding when guided by an adult.	24 Uses scientific inquiry skills	0P.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.

Component ST5-6: Explain

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 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.	ST5.6. Expresses ideas about materials or results, verbally or nonverbally. ST5.7. Communicates possible explanations for an outcome. ST5.8. Generates more complex questions.	24 Uses scientific inquiry skills *(applies to ST5.6 and ST5.7)* 11d Demonstrates positive approaches to learning - Shows curiosity and motivation *(applies to ST5.8)*	ST5.9. Retells or describes own actions when experimenting. ST5.10. Communicates with others about questions, actions, ideas, observations, or results.	12a Remembers and connects experiences - Recognizes and recalls *(applies to ST5.9)* 24 Uses scientific inquiry skills *(applies to ST5.9 and ST5.10)*	0P.4.2.1.1. Communicate design ideas for a structure that reduces the warming effect of sunlight on Earth's surface.
ST6. Apply: Child uses prior knowledge in a new situation.	ST6.4. Recognizes different qualities to inform the development of a rule. ST6.5. Recalls information and communicates how they will use it in new or different experiences.	12b Remembers and connects experiences - Makes connections	ST6.6. Develops and applies rules. ST6.7. Uses previous experience to solve problems. ST6.8. Compares findings to predictions or expected results and notices patterns in the findings.	12b Remembers and connects experiences - Makes connections	0P.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. 0P.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.

Social and Emotional Development

Component SE1-3: Self and Emotional Awareness

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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").	SE1.8. Attempts new tasks and persists despite mistakes in familiar settings with predictable caregivers. SE1.9. Demonstrates preferred social-emotional resources, such as adults, peers, or comfort objects, and uses them with increasing regularity for regulation needs.	2a Establishes and sustains positive relationships - Forms relationships with adults *(applies to SE1.8)* 1a Regulates own emotions and behaviors - Manages feelings *(applies to SE1.9)*	SE1.10. Demonstrates increasing security in ability to communicate opinions, feelings, and ideas. SE1.11. Engages in extended group-based activities and self-directed activities, when appropriate. SE1.12. Tolerates corrective feedback, manages setbacks, and seeks adult support when needed.	1a Regulates own emotions and behaviors - Manages feelings *(applies to SE1.10)* 3a Participates cooperatively and constructively in group situations - Balances needs and rights of self and others *(applies to SE1.11)* 2a Establishes and sustains positive relationships - Forms relationships with adults *(applies to SE1.12)*	0.4.2.1. Use feedback from the teacher. *(2018 Minnesota K-12 Academic Standards in Physical Education)* 0.4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed. *(National Health Standard)*
SE2. Self-Awareness: Child demonstrates a positive sense of self-identity and self-awareness in family, community, culture, and the world.	SE2.5. Demonstrates knowledge of family/caregiver celebrations, traditions, and expectations (e.g., verbally describes, reenacts in play, etc.).	29 Demonstrates knowledge about self 30 Shows basic understanding of people and how they live	SE2.6. Demonstrates increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities. SE2.7. Expresses understanding of and interest in similarities and differences between self and others.	29 Demonstrates knowledge about self 30 Shows basic understanding of people and how they live	0.3.2.1 Speak audibly and express thoughts, feelings and ideas clearly. *(2020 Minnesota K-12 Academic Standards in English Language Arts)*

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold **Green Color Band** 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold **Blue Color Band** 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
SE3. Emotions: Child demonstrates understanding of own emotions, others' emotions, and awareness of emotions leading to reactions and behaviors.	SE3.7. Uses words/signs to express and describe emotions common in their home culture. SE3.8. Recognizes, describes, and responds to others' emotional expressions.	1a Regulates own emotions and behaviors - Manages feelings *(applies to SE3.7)* 2b Establishes and sustains positive relationships - Responds to emotional cues *(applies to SE3.8)*	SE3.9. Demonstrates or describes an increasing understanding of cause and effect around their own emotional reactions. SE3.10. Understands and anticipates emotional reactions of others based on their personal experiences and their own emotional reactions.	2b Establishes and sustains positive relationships - Responds to emotional cues	None

Component SE4-5: Self-Regulation

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
SE4. Regulating Emotions and Behaviors: Child learns to express feelings and needs and regulate emotions with assistance from others and independently.	SE4.9. Accepts caregiver guidance and assistance when feeling strong emotions or discomfort. SE4.10. Follows increasing expectations to regulate feelings and behaviors with necessary reminders or assistance. SE4.11. Demonstrates the ability to delay gratification for longer periods of time.	1a Regulates own emotions and behaviors - Manages feelings *(applies to SE4.9, SE4.10, and SE4.11)* 1b Regulates own emotions and behaviors - Follows limits and expectations *(applies to SE4.9 and SE4.10)* 3b Participates cooperatively and constructively in group situations - Solves social problems *(applies to SE4.9 and SE4.10)*	SE4.12. Expresses feelings, needs, opinions, and desires more frequently through preferred communication methods. SE4.13. Shows increasing understanding of changing expectations for behavior and emotional expression in different settings (e.g., home, school, or grocery store). SE4.14. Shows ability to manage challenging feelings and behaviors, with caregiver support. SE4.15. Shows increasing ability to understand the connection between actions and consequences, including the ability to stop and think in situations.	1a Regulates own emotions and behaviors - Manages feelings *(applies to SE4.12, SE4.14, and SE4.15)* 1b Regulates own emotions and behaviors - Follows limits and expectations *(applies to SE4.13)*	4.2.1. Demonstrate healthy ways to express needs, wants, and feelings. *(National Health Standard)*

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 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.	1b Regulates own emotions and behaviors - Follows limits and expectations *(applies to SE5.4)* 11d Demonstrates positive approaches to learning - Shows curiosity and motivation *(applies to SE5.5)*	SE5.6. Anticipates changes and demonstrates the ability to adjust to changes.	11e Demonstrates positive approaches to learning - Shows flexibility and inventiveness in thinking	None

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Component SE6-8: Social Understanding and Relationships

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold **Green Color Band** 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold **Blue Color Band** 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).	2b Establishes and sustains positive relationships - Responds to emotional cues.	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.	2b Establishes and sustains positive relationships - Responds to emotional cues. *(applies to SE6.9 and SE6.10)* None *(applies to SE6.11)*	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.	2c Establishes and sustains positive relationships - Interacts with peers	SE7.10. Builds friendships/peer connections through play, learning activities, and conversation with peers.	2c Establishes and sustains positive relationships - Interacts with peers 2d Establishes and sustains positive relationships - Make friends	0.5.3.1. Express enjoyment when being physically active individually and with others. *(2018 Minnesota K-12 Academic Standards in Physical Education)*

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
SE8. Social Skills: Child responds to and interacts with others in a meaningful way.	SE8.8. Initiates and joins cooperative play and conversations with others. SE8.9. Shows concern, respect, care, and appreciation for others and the environment. SE8.10. Takes turns with adult support.	2c Establishes and sustains positive relationships - Interacts with peers *(applies to SE8.8)* 2d Establishes and sustains positive relationships - Make friends *(applies to SE8.8)* 3a Participates cooperatively and constructively in group situations - Balances needs and rights of self and others (applies to *SE8.9 and SE8.10)*	SE8.11. Shows flexibility in roles during play. SE8.12. Shows increasing ability to initiate, engage in, and sustain positive interactions with peers and adults. SE8.13. Takes turns without adult support.	2a Establishes and sustains positive relationships - Forms relationships with adults *(applies to SE8.11 and SE8.12)* 2c Establishes and sustains positive relationships - Interacts with peers *(applies to SE8.11 and SE8.12)* 3a Participates cooperatively and constructively in group situations - Balances needs and rights of self and others (applies to *SE8.13)*	0.4.3.1. Share equipment and space with others. *(2018 Minnesota K-12 Academic Standards in Physical Education)* 0.5.3.1. Express enjoyment when being physically active individually and with others. *(2018 Minnesota K-12 Academic Standards in Physical Education)*

Social Systems

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

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
Soc1. Self-Identity in the Community: Develops a sense of self-identity and belonging, and an understanding of how people and communities vary.	Soc1.8. Explores the physical characteristics that make individuals, families, and communities similar and different. Soc1.9. Describes their role(s) within the family, routines, familiar environments, and community.	29 Demonstrates knowledge about self 30 shows basic understanding of people and how they live	Soc1.10. Describes similarities and differences in people. Soc1.11. Identifies the ways an individual belongs to a family, community, and culture. Soc1.12. Understands that families and communities have similarities and differences.	29 Demonstrates knowledge about self 30 shows basic understanding of people and how they live	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. 0.2.2.2. Share personal perspective, identity and voice, verbally or visually. *(2020 Minnesota K-12 Academic Standards in English Language Arts)* K.1.2.1. Consider and describe ways group members show they belong to the group.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
Soc2. Citizenship: Child develops an understanding of how to participate in routines and help in a group setting.	Soc2.5. Follows the daily rules and routines, with modeling and support from a caregiver. Soc2.6. Explains and practices ways that they can help others.	1b Regulates own emotions and behaviors - Follows limits and expectations *(applies to Soc2.5)* 22b Compares and measures - Measures time and money *(applies to Soc2.5)* 3a Participates cooperatively and constructively in group situations - Balances needs and rights of self and others *(applies to Soc2.6)*	Soc2.7. Demonstrates an understanding of community agreements (e.g., rules), and the consequences when rules are not followed. Soc2.8. Provides help to the caregiver in the early childhood environment.	1b Regulates own emotions and behaviors - Follows limits and expectations *(applies to Soc2.7)* 3a Participates cooperatively and constructively in group situations - Balances needs and rights of self and others *(applies to Soc2.8)*	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. 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.

Component Soc3-4: Concept of Time

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold **Green Color Band** 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold **Blue Color Band** 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	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"). 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). Soc3.10. Talks about recent family or friend events and their impact on themselves.	9d Uses language to express thoughts and needs - Tells about another time or place 12a Remembers and connects experiences - Recognizes and recalls 31 Explores change related to familiar people or places	Soc3.11. Uses language to recall and anticipate events in time with increasing understanding and accuracy. Soc3.12. Compares self to older and younger family members and friends with specific examples. Soc3.13. Describes a chronological order in a series of familiar events. Soc3.14. Reflects on the impact of past, present, and some future events on self and family.	9d Uses language to express thoughts and needs - Tells about another time or place *(applies to Soc3.11, Soc3.13, and Soc3.14)* 12a Remembers and connects experiences - Recognizes and recalls *(applies to Soc3.11, Soc3.13, and Soc3.14)* 31 Explores change related to familiar people or places *(applies to Soc3.11, Soc3.13, and Soc3.14)* 29 Demonstrates knowledge about self *(applies to Soc3.12)*	K4.18.1. Ask historical questions about a past event in an individual's family, school or local community. 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.

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
Soc4. Community Stories and Traditions: Child has an awareness and appreciation of family and cultural stories and traditions.	Soc4.5. Tells stories about family, culture, and traditions. Soc4.6. Asks deeper questions about families and culture to build their understanding.	29 Demonstrates knowledge about self 30 shows basic understanding of people and how they live	Soc4.7. Compares their own cultural traditions with others' to understand similarities and differences.	29 Demonstrates knowledge about self 30 shows basic understanding of people and how they live	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. 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. 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.

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

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
Soc5. Conservation: Child understands the responsibility of belonging to a community and that some environmental resources are limited.	Soc5.4. Practices conservation concepts such as reducing, reusing, and recycling (e.g., turning off running water when using the sink).	None	Soc5.5. Participates in community conservation activities that help manage, preserve, and protect the environment (e.g., planting a tree).	None	K.5.25.1 Describe the importance of first peoples'/ Indigenous peoples' relationships to land, water, and the non-human world.
Soc6. Physical Environment: Child identifies important physical features in their environment.	Soc6.5. Explores and describes differences in physical environments where people live, work, and play (e.g., playground equipment at a park).	32 Demonstrates simple geographic knowledge	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"). Soc6.7. Uses objects (e.g., drawing materials or building blocks) to recreate a familiar environment (e.g., the park or the zoo).	32 Demonstrates simple geographic knowledge	K.3.13.1. Explain or show routes between locations using both fixed and dynamic maps from local to global scales. K.3.14.1. Identify physical and human characteristics and find examples in the local community and within stories. K.3.17.1. Create a representation of a favorite place. Explain why it is important to them and how it makes them feel.

Component Soc7: Economics: Wants, Needs, and Choices

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
Soc7. Economic Reasoning: Child begins to have an understanding of wants, needs, choice, costs, incentives, rules, trade, and future outcomes.	Soc7.10. Participates in turn taking with increasing independence. Soc7.11. Describes basic needs for living things (e.g., food, water, shelter). 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).	3a Participates cooperatively and constructively in group situations - Balances needs and rights of self and others *(applies to Soc7.10)* 25 Demonstrates knowledge of the characteristics of living things *(applies to Soc7.11)* 30 Shows basic understanding of people and how they live *(applies to Soc7.12)*	Soc7.13. Negotiates and shares with other children during play. Soc7.14. Labels individual needs and wants with support. Soc7.15. Asks for items that they need or would like (e.g., a toy or a favorite food at the store).	3b Participates cooperatively and constructively in group situations - Solves social problems *(applies to Soc7.13)* 1c Regulates own emotions and behaviors - Takes care of own needs appropriately *(applies to Soc7.14 and Soc7.15)*	K.2.9.1. Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). 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. K.2.12.1. Explain why people agree to trade.

Component Soc8-9: Technology

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
Soc8. Using Technology: Child has the ability to choose and use some digital technology appropriately. *Digital technology includes videos, music, computers, tablets, television, smart phones, voice assistance, etc.*	Soc8.6. Begins to understand that the content in digital media is used for specific purposes. Soc8.7. Explores all tools, including technology, to enhance learning with support from a caregiver.	28 Uses tools and other technology to perform tasks	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).	28 Uses tools and other technology to perform tasks	03.3.1. Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles, with prompting and support. *(2020 Minnesota K-12 Academic Standards in English Language Arts, Computer Science)* 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. *(2020 Minnesota K-12 Academic Standards in English Language Arts, Computer Science)*

ECIP Subcomponent(s)	ECIP Indicator(s) 3-4 years	Gold Green Color Band 3-4 years	ECIP Indicator(s) 4-5 years and Fall of Kindergarten	Gold Blue Color Band 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
Soc9. Digital Safety and Well-Being: The ability to choose and use some digital technology appropriately. **Digital Technology includes videos, music, computers, tablets, television, smart phones, voice assistance, etc.*	Soc9.4. Uses technology as one option for play. Soc9.5. Transitions to another activity after technology use, with adult support.	1b Regulates own emotions and behaviors – Follows limits and expectations 28 Uses tools and other technology to perform tasks	Soc9.6. Engages in developmentally appropriate use of all tools, including technology, with support from a caregiver. Soc9.7. Transitions to another activity after technology use.	1b Regulates own emotions and behaviors – Follows limits and expectations 28 Uses tools and other technology to perform tasks	2.2.3. Describe how the media can influence health behaviors. *(National Health Standard)*