



Minnesota Early Childhood Indicators of Progress (ECIPs) and Minnesota Academic Standards: Kindergarten Crosswalk for the Work Sampling System—Preschool–3 and –4 (WSS: P3 and P4) 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. While the WSS-K can only be used with children in kindergarten, the WSS: P3/P4 can be used with children prior to kindergarten entry. Together, these versions of the WSS can be used 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 WSS: P3/P4, 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. WSS: P3/P4 data (along with other relevant information) can also be used to guide continuous program improvement efforts. The embedded chart illustrates how the WSS: P3/P4 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 WSS: P3/P4 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 WSS-K, WSS: P3/P4, please visit the [Work Sampling System website](#).

How this document is organized:

1. Each ECIPs Domain of Learning has its own section (or table).

2. Column one lists all ECIPs Subcomponents and column two lists the ECIPs Indicator(s), or expectations, for 4–5-year-olds/fall of kindergarten.
3. Column three lists the WSS-K's indicators for kindergartners.
4. Column four lists the Kindergarten Academic Standards (if any) that align to the ECIPs and WSS-K indicators.
5. "None" indicates that no alignment exists.

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Approaches to Learning

Component AL1-2: Curiosity and Inquisitiveness

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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.	I. C-1 Approaches to Learning: Shows eagerness and curiosity as a learner.	AL1.6. Seeks out new experiences, objects, or materials for own enjoyment.	I. C-1 Approaches to Learning: Shows eagerness and curiosity as a learner.	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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>AL2. Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things.</p>	<p>AL2.6. Investigates and experiments with materials with interest.</p> <p>AL2.7. Explores and combines various materials in innovative ways, either by initiating new combinations or by extending the use of materials.</p> <p>AL2.8 Asks questions.</p>	<p>I. C-1 Approaches to Learning: Shows eagerness and curiosity as a learner. <i>(applies to AL2.6 and AL2.7)</i></p> <p>IV. B-1: Physical Science: Explores the properties of objects and materials, and how they change. <i>(applies to AL2.6 and AL2.7)</i></p> <p>IV. A-1 Inquiry Skills and Practices: Asks questions that arise during explorations. <i>(applies to AL2.8)</i></p>	<p>AL2.9. Notices and communicates curiosity about new objects, materials, and activities.</p> <p>AL2.10. Investigates new things and seeks novel experiences eagerly.</p> <p>AL2.11. Asks focused questions about topics of interest.</p>	<p>I. C-1 Approaches to Learning: Shows eagerness and curiosity as a learner. <i>(applies to AL2.9 and AL2.10)</i></p> <p>IV. B-1: Physical Science: Explores the properties of objects and materials, and how they change. <i>(applies to AL2.9 and AL2.10)</i></p> <p>IV. A-1 Inquiry Skills and Practices: Asks questions and begins to solve problems that arise during explorations. <i>(applies to AL2.11)</i></p>	<p>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></p>

Component AL3-4: Attentiveness

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>I. C-2 Approaches to Learning: Attends briefly and seeks help when encountering a problem. <i>(applies to AL3.7, AL3.8, and AL3.9)</i></p> <p>I. D-1 Interaction with Others: Interacts with one or more children. <i>(applies to AL3.7)</i></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>I. C-2 Approaches to Learning: Attends to tasks and seeks help when encountering a problem. <i>(applies to AL3.10 and AL3.11)</i></p> <p>I. D-3 Interaction with Others: Participates in the group life of the class. <i>(applies to AL3.10 and AL3.11)</i></p> <p>I. A-2 Self-Concept: Shows some self-direction. <i>(applies to AL3.12)</i></p>	<p>None</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>I. A-2 Self-Concepts: Shows some independence and self-direction.</p>	<p>AL4.5. Creates a plan to achieve a goal and follows through to completion with occasional adult support.</p>	<p>I. C-2 Approaches to Learning: Attends to tasks and seeks help when encountering a problem.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>I. D-1 Interaction with Others: Interacts with one or more children. <i>(applies to AL5.9)</i></p> <p>I. C-3 Approaches to Learning: Approaches tasks with flexibility and inventiveness <i>(applies to AL5.10)</i></p> <p>IV. B-1 Physical Science: Explores the properties of objects and materials, and how they change <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>I. D-1 Interaction with Others: Interacts easily with one or more children. <i>(applies to AL5.11)</i></p> <p>None <i>(applies to AL5.12 and AL5.13)</i></p>	<p><i>K-12 Academic Standards in Arts Education: Media Arts)</i></p> <p>4.0.2.2.1. Invent and inhabit an imaginary place in a dramatic play or a guided drama experience. <i>(2018 Minnesota K-12 Academic Standards in Arts Education: Theater)</i></p> <p>4.0.3.5.2. Use body, voice and imagination during a guided drama experience. <i>(2018 Minnesota K-12 Academic Standards in Arts Education: Theater)</i></p> <p>0.5.0.2.2.2. Explore artistic ideas through intentional play. <i>(2018 Minnesota K-12 Academic Standards in Arts Education: Theater)</i></p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>II. D-1 Writing: Represents stories through pictures, dictation, and 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>None (<i>applies to AL6.5</i>)</p> <p>II. D-1 Writing: Represents ideas and stories through pictures, dictation, and play. (<i>applies to AL6.6</i>)</p>	<p>1.0.2.3.2 2. Express an idea, feeling, or image through movement. (<i>2018 Minnesota K-12 Academic Standards in Arts Education: Dance</i>)</p> <p>2.0.2.2.1 Develop ideas for media artworks using play and experimentation. (<i>2018 Minnesota K-12 Academic Standards in Arts Education: Media Arts</i>)</p>

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<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>I. C-3 Approaches to Learning: Approaches tasks with flexibility and inventiveness</p>	<p>AL7.5. Explores different materials, tools, and processes to create unique products of their own choosing.</p>	<p>I. C-1 Approaches to Learning: Shows eagerness and curiosity as a learner.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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.	II. A-2 Listening: Follows two-step directions <i>(applies to AL8.7)</i> None <i>(applies to AL8.8)</i>	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.	I. B-1 Self-Control: Follows simple classroom rules and routines. <i>(applies to AL8.9)</i> I. D-3 Interaction with Others: Participates in the group life of the class. <i>(applies to AL8.10)</i>	None
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.	I. B-1 Self-Control: Follows simple classroom rules and routines with guidance. <i>(applies to AL9.9)</i> I. A-2 Self-Concept: Shows some independence and self-direction. <i>(applies to AL9.10)</i> II. A-2 Listening: Follows two-step directions <i>(applies to AL9.11)</i>	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.	I. A-2 Self-Concept: Shows some self-direction. <i>(applies to AL9.12)</i> I. C-2 Approaches to Learning: Attends to tasks and seeks help when encountering a problem. <i>(applies to AL9.13)</i>	None

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<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>I. C-3 Approaches to Learning: Approaches tasks with flexibility and inventiveness.</p>	<p>AL10.7. Considers other points of view and may change opinion or idea when faced with new information.</p>	<p>I. D-4 Interaction with Others: Identifies some feelings and responds to those of others.</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. <i>(2019 Minnesota K-12 Academic Standards in Science)</i></p>
<p>AL11. Problem Solving: Child notices problems, finds solutions, and persists through frustration or boredom.</p>	<p>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).</p>	<p>I. C-2 Approaches to Learning: Attends briefly and seeks help when encountering a problem. III. A-1 Process and Practices: Shows interest in solving problems.</p>	<p>AL11.6. Attempts to solve problems independently. AL11.7. Explains the possible solutions of problems and outcomes.</p>	<p>III. A-1 Processes and Practices: Begins to make sense of problems and uses simple strategies to solve them. <i>(applies to AL11.6)</i> IV. A-3 inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. <i>(applies to AL11.7)</i></p>	<p>None</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	IV. A-3 Inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.	AL12.7. Draws conclusions and explains thinking.	IV. A-3 inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.	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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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).	VI. B-1 Understanding and Appreciation: Responds to artistic creations or events.	A1.5. Describes differences in artistic experiences using art-related vocabulary (e.g., “I paint with a paintbrush. I draw with a crayon”).	VI. B-1 Understanding and Appreciation: Responds to artistic creations or events.	None

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
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.	None	A2.5. Creates their own artistic patterns while engaging in artistic experiences.	III. A-4 Processes and Practices: Begins to recognize patterns and make simple generalizations.	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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>A3. Artistic Choice-making: Child demonstrates engagement and choice in artistic experiences.</p>	<p>A3.4. Demonstrates preference in artistic choices and expressions (e.g., colors or songs).</p>	<p>VI. A-3 Expression and Representation: Uses a variety of art materials for tactile experience and exploration.</p>	<p>A3.5. Chooses to engage in artistic experiences with purpose (e.g., creating a picture for their caregiver) and describes artistic work when prompted.</p>	<p>I. C-3 Approaches to Learning: Approaches tasks with flexibility and inventiveness.</p> <p>VI. A-3 Expression and Representation: 3 Uses a variety of art materials for tactile experience and exploration.</p> <p>VI. B-1 Understanding and Appreciation: Responds to artistic creations or events.</p>	<p>K 3.1.2.1 Share and describe a personal media work</p>
<p>A4. Self-Expression: Child uses art for innovation and self-expression within the context of their culture.</p>	<p>A4.4. Shares thoughts, feelings, and knowledge while creating art and/or interacting with the arts.</p>	<p>VI. B-1 Understanding and Appreciation: Responds to artistic creations or events.</p>	<p>A4.5. Creates artistic experiences that represent thoughts, feelings, experience, and knowledge.</p>	<p>VI. B-1 Understanding and Appreciation: Responds to artistic creations or events.</p>	<p>K 1.1.3.1 Identify the elements of music including melody, rhythm, dynamics, tone color, texture, form and their related forms</p>

Language, Literacy, and Communications

Component LLC1: Receptive Language (Listening and Understanding)

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>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).</p>	<p>LLC1.9. Responds to direct questions and follows two-step directions.</p> <p>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.</p>	<p>II. A-2 Listening: Follows two-step directions. <i>(applies to LLC1.9)</i></p> <p>II. B-3 Speaking: Uses expanded vocabulary and language for a variety of purposes. <i>(applies to LLC1.10)</i></p>	<p>LLC1.11. Follows directions that involve three or more steps.</p> <p>LLC1.12. Responds to increasingly complex vocabulary that indicates location, such as “besides,” “around,” and “next to.”</p> <p>LLC1.13. Responds appropriately to “wh-” questions or understands a question has been asked.</p>	<p>II. A-2 Listening: Follows two- or three-step directions. <i>(applies to LLC1.11)</i></p> <p>II. B-3 Speaking: Uses expanded vocabulary and language for a variety of purposes. <i>(applies to LLC1.12 and LLC1.13)</i></p>	<p>0.3.1.1 (C) Follow sequence of a story or discussion or steps in a process.</p> <p>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.</p>

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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>LLC2. Social Conversation: Child communicates with others to express feelings, wants, and ideas to caregivers.</p>	<p>LLC2.11. Initiates or extends conversations with 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>II. A-1 Listening: Gains meaning by listening. <i>(applies to LLC2.11)</i></p> <p>II. B-2 Speaking: Follows rules for conversation. <i>(applies to LLC2.11)</i></p> <p>II. B-1 Speaking: Speaks clearly enough to be understood by most listeners. <i>(applies to LLC2.12)</i></p>	<p>LLC2.13. Uses verbal or nonverbal communication to understand and solve problems with adults or other children.</p> <p>LLC2.14. Asks and answers questions to seek help or get information.</p>	<p>I. D-5 Interaction with Others: Begins to use simple strategies to resolve conflict.</p> <p>II. A-1 Listening: Gains meaning by listening.</p> <p>II. B-2 Speaking: Follows rules for conversation.</p> <p>II. B-3 Speaking: Uses expanded vocabulary and language for a variety of purposes.</p>	<p>0.2.2.2 Share personal perspective, identity and voice, verbally or visually.</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>

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					<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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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 goed to the store”).</p>	<p>II. B-3 Speaking: Uses expanded vocabulary and language for a variety of purposes. <i>(applies to LLC3.11 and LLC3.12)</i></p> <p>II. B-2 Speaking: Follows rules for conversation. <i>(applies to LLC3.13)</i></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>II. B-3 Speaking: Uses expanded vocabulary and language for a variety of purposes.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>II. C-3 Reading: Shows appreciation and some understanding of books. <i>(applies to LLC4.9 and LLC4.10)</i></p> <p>VI. B-1 Understanding and Appreciation: Responds to artistic creations or events. <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>II. C-3 Reading: Shows appreciation and understanding of books and reading. <i>(applies to LLC4.12)</i></p> <p>II. C-4 Reading: Recounts some key ideas and details from text. <i>(applies to LLC4.13)</i></p> <p>I. A-2 Self-Concept: Shows some self-direction. <i>(applies to LLC4.14 and LLC4.15)</i></p> <p>II. C-1 Reading: Begins to develop knowledge of letters. <i>(applies to LLC4.16)</i></p>	<p>0.1.1.0 Demonstrate understanding of the basic features of print:</p> <p>a. Follow words from left to right, top to bottom and page by page.</p> <p>b. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>c. Understand that words are separated by spaces in print</p> <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> <p>0.1.5.3 Recognize the connection between</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
					<p>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>II. C-2 Reading: Demonstrates beginning 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>II. C-2 Reading: Demonstrates 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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>LLC6. Letter Recognition: Child recognizes the shapes of letters and recalls the names of letters.</p>	<p>LLC6.5. Points to or names some shapes, colors, letters, and other familiar symbols (e.g., first letter in child’s name).</p>	<p>II. C-1 Reading: Begins to develop knowledge of letters.</p>	<p>LLC6.6. Names familiar letters (e.g., letters in child’s name) and produces letter sound (e.g., “e” 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>II. C-1 Reading: Begins to develop knowledge of letters.</p>	<p>0.1.1.0 Demonstrate understanding of the basic features of print:</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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<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>	<p>LLC7.7. Looks at and shares books and other print materials with others from front to back.</p>	<p>II. C-3 Reading: Shows appreciation and some understanding of books.</p>	<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 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>II. C-3 Reading: Shows appreciation and some understanding of books. (<i>applies to LLC7.8 and LLC7.9</i>)</p> <p>None (<i>applies to LLC7.10</i>)</p>	<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> <p>0.1.6.3. Recognize common types of text (ex. storybooks, informational, poems), through listening or reading.</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<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>II. C-4 Reading: Begins to recount key ideas and details from text. <i>(applies to LLC8.10 and LLC8.12)</i></p> <p>II. D-1: Represents stories through pictures, dictation, and play. <i>(applies to LLC8.11)</i></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>None <i>(applies to LLC8.13)</i></p> <p>II. C-4 Reading: Recount some key ideas and details from text. <i>(applies to LLC8.14 and LLC8.15)</i></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 LLC9: Writing

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>II. D-2 Writing: Uses scribbles and unconventional shapes to write.</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>II. D-2 Writing: Uses letter-like shapes, symbols, and letters to convey meaning. <i>(applies to LLC9.10)</i></p> <p>II. D-3 Writing: Understands purposes for writing. <i>(applies to LLC9.11)</i></p> <p>II. D-2 Writing: Uses letter-like shapes, symbols, and letters to convey meaning. <i>(applies to LLC9.12 and LLC9.13)</i></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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. B-1 Number: Shows interest in counting.</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>III. B-1 Number: Counts with understanding.</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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. B-2 Number: Shows interest in quantity.</p>	<p>M2.3. Demonstrates and uses one-to-one counting to count with sets up to 10 items.</p>	<p>III. B-2 Number: Shows beginning understanding of number and 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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. B-2 Number: Shows interest in 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>III. B-2 Number: Shows beginning understanding of number and 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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. A-3 Processes and Practices: Uses words and representations to describe mathematical ideas. <i>(applies to M4.4)</i></p> <p>III. B-2 Number: Shows interest in quantity. <i>(applies to M4.5)</i></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>III. A-3 Processes and Practices: Uses words and representations to describe mathematical ideas. <i>(applies to M4.6)</i></p> <p>III. B-2 Number: Shows beginning understanding of number and quantity. <i>(applies to M4.7)</i></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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. D-1 Measurement: Shows understanding of some comparative words.</p>	<p>M5.5. Estimates quantities verbally without counting, although inconsistently and sometimes with mistakes.</p>	<p>III. D-2 Measurement: Participates in measuring activities.</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) \$ μ</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. C-1 Operations and Algebraic Thinking: Begins to understand addition and subtraction. <i>(applies to M6.4)</i></p> <p>III. B-1 Number: Shows interest in counting. <i>(applies to M6.5)</i></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>M6.8. Names the next number in a set of up to 10 items without recounting, even when the set isn't visible.</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>III. B-1 Number: Counts with understanding. <i>(applies to M6.6 and M6.8)</i></p> <p>III. C-1 Operations and Algebraic Thinking: Understands and begins to apply addition and subtraction to problems. <i>(applies to M6.7 and M6.9)</i></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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. F-1 Geometry: Shows understanding of several positional words. <i>(applies to M7.3)</i></p> <p>III. D-1 Measurement: Shows understanding of some comparative words. <i>(applies to M7.4)</i></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>III. F-1 Geometry: Shows understanding of and uses several positional words.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. D-2 Measurement: Participates in measuring activities.</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>III. D-1 Measurement: Orders, compares, and describes objects according to a single attribute.</p> <p>III. D-2 Measurement: Participates in measuring activities.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. A-3 Processes and Practices: Uses words and representations to describe mathematical ideas.</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>III. A-4 Processes and Practices: Begins to recognize patterns and makes simple generalizations.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>	<p>III. F-2 Geometry: Identifies several shapes.</p>	<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>III. F-2 Geometry: Begins to recognize and describe the attributes of shapes. (<i>applies to M10.7</i>)</p> <p>III. F-3 Geometry: Composes and decomposes shapes. (<i>applies to M10.8</i>)</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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<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>	<p>III. F-3 Geometry: Begins to explore composing and decomposing shapes.</p>	<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>III. F-2 Geometry: Begins to recognize and describe the attributes of shapes. (<i>applies to M11.9</i>)</p> <p>III. F-3 Geometry: Composes and decomposes shapes. (<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>
<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>III. F-1 Geometry: Shows understanding of several positional words. (<i>applies to M12.4</i>)</p> <p>V. D-1 People and Where They Live: Shows beginning awareness of their environment. (<i>applies to M12.5</i>)</p>	<p>M12.6. Recognizes and describes the position of objects in their environment.</p> <p>M12.7. Produces a simple map.</p>	<p>V. D-1 People and Where They Live: Describes the location of things in the environment.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. D-1 Measurement: Shows understanding of some comparative words. <i>(applies to M13.6)</i></p> <p>III. D-2 Measurement: Participates in measuring activities. <i>(applies to M13.7)</i></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>III. D-1 Measurement: Orders, compares, and describes objects according to a single attribute.</p>	<p>0.2.4.1. Sorts objects using characteristics such as shape, size, color and thickness. (MP1, MP6) ✚ ⚙</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>IV. A-4 Inquiry Skills and Practices: Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. <i>(applies to M14.1)</i></p> <p>IV. A-1 Inquiry Skills and Practices: Asks questions that arise during explorations. <i>(applies to M14.2)</i></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>III. A-3 Processes and Practices: Uses words and representations to describe mathematical ideas. <i>(applies to M14.3)</i></p> <p>III. D-1 Measurement: Orders, compares, and describes objects according to a single attribute. <i>(applies to M14.4)</i></p> <p>IV. A-1 Inquiry Skills and Practices: Asks questions and begins to solve problems that arise during explorations. <i>(applies to M14.5)</i></p>	<p>0.1.1.2. Organize objects, draw pictures, or use tally marks to represent data and communicate observations. (MP3, MP6) # μ</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>III. A-2 Processes and Practices: Begins to reason quantitatively. <i>(applies to M15.1)</i></p> <p>III. A-3 Processes and Practices: Uses words and representations to describe mathematical ideas. <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>IV. A-3 Inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>VII. A-1 Gross Motor Development: Moves with some balance and control.</p> <p>VII. A-2 Gross Motor Development: Coordinates basic movement patterns to perform simple tasks.</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>VII. A-1 Gross Motor Development: Moves with increased balance and control.</p> <p>VII. A-2 Gross Motor Development: Coordinates combined movement patterns to perform simple tasks.</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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>VII. A-1 Gross Motor Development: Moves with some balance and control.</p> <p>VII. A-2 Gross Motor Development: Coordinates basic movement patterns to perform simple tasks.</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>VII. A-1 Gross Motor Development: Moves with increased balance and control.</p> <p>VII. A-2 Gross Motor Development: Coordinates combined movement patterns to perform simple tasks.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>VII. B-1 Fine Motor Development: Begins to use strength and control to perform simple tasks.</p> <p>VII. B-2 Fine Motor Development: Uses eye–hand coordination to perform simple tasks.</p> <p>VII. B-3 Fine Motor Development: Explores the use of various drawing and art tools.</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>VII. B-1 Fine Motor Development: Uses emerging strength and control to perform simple tasks.</p> <p>VII. B-2 Fine Motor Development: Uses eye–hand coordination to perform tasks.</p> <p>VII. B-3 Fine Motor Development: Shows beginning control of writing, drawing, and art tools.</p>	<p>0.2.1.0. Print many uppercase and lowercase letters. (<i>2020 Minnesota K-12 Academic Standards in English Language Arts</i>)</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>VII. C-1 Self-Care, Health, and Safety: Begins to perform self-care tasks.</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>VII. C-1 Self-Care, Health, and Safety: Performs some self-care tasks independently.</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>IV. A-1 Inquiry Skills and Practices: Asks questions that arise during explorations.</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>IV. B-1 Physical Science: Explores how objects and materials move in different circumstances. <i>(applies to ST1.7)</i></p> <p>IV. A-4 Inquiry Skills and Practices: Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. <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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>ST2. Investigate: 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>IV. A-1 Inquiry Skills and Practices: Asks questions that arise during explorations. <i>(applies to ST2.7)</i></p> <p>IV. B-1 Physical Science: Explores the properties of objects and materials, and how they change. <i>(applies to ST2.8)</i></p> <p>IV. A-2 Inquiry Skills and Practices: Uses senses and simple tools to explore. <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>IV. A-3 Inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. <i>(applies to ST2.10)</i></p> <p>IV. B-1 Physical Science: Explores the properties of objects and materials, and how they change. <i>(applies to ST2.11)</i></p> <p>IV. A-2 Inquiry Skills and Practices: Uses senses and simple tools to explore solutions to problems. <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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>I. A-2 Self-Concept: Shows some independence and self-direction. <i>(applies to ST3.10)</i></p> <p>I. C-3 Approaches to Learning: Approaches tasks with flexibility and inventiveness. <i>(applies to ST3.11)</i></p> <p>I. C-2 Approaches to Learning: Attends briefly and seeks help when encountering a problem. <i>(applies to ST3.12)</i></p> <p>IV. A-3 Inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. <i>(applies to ST3.13)</i></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>I. A-2 Self-Concept: Shows some self-direction. <i>(applies to ST3.14)</i></p> <p>IV. B-1 Physical Science: Explores the properties of objects and materials, and how they change. <i>(applies to ST3.15)</i></p> <p>IV. A-4 Inquiry Skills and Practices: Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. <i>(applies to ST3.16)</i></p> <p>I. C-3 Approaches to Learning: Approaches tasks with flexibility and inventiveness. <i>(applies to ST3.17)</i></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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>IV. A-3 Inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds.</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>IV. A-4 Inquiry Skills and Practices: Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. <i>(applies to ST4.9 and ST4.11)</i></p> <p>I. C-3 Approaches to Learning: Approaches tasks with flexibility and inventiveness. <i>(applies to ST4.10)</i></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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>ST5. Inquiry: Child observes and collects information to develop questions (verbal or non-verbal), make predictions and explanations.</p>	<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>IV. A-4 Inquiry Skills and Practices: Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior. <i>(applies to ST5.6 and ST5.7)</i></p> <p>IV. A-1 Inquiry Skills and Practices: Asks questions that arise during explorations. <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>	<p>IV. A-4 Inquiry Skills and Practices: Communicates experiences, observations, and ideas with others through conversations, representations, and/or behavior.</p>	<p>OP.4.2.1.1. Communicate design ideas for a structure that reduces the warming effect of sunlight on Earth's surface.</p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>ST6. Apply: Child uses prior knowledge in a new situation.</p>	<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>IV. B-1 Physical Science: Explores the properties of objects and materials, and how they change. <i>(applies to ST6.4)</i></p> <p>IV. A-3 Inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. <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>IV. B-1 Physical Science: Explores the properties of objects and materials, and how they change. <i>(applies to ST6.6)</i></p> <p>IV. A-3 Inquiry Skills and Practices: Makes meaning from explorations, and generates ideas and solutions based on their own observations of the natural and human-made worlds. <i>(applies to ST6.7 and ST6.8)</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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>I. A-2 Self-Concept: Shows some independence and self-direction.</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>I. A-1 Self-Concept: Demonstrates self-confidence. <i>(applies to SE1.10)</i></p> <p>I. A-2 Self-Concept: Shows some self-direction. <i>(applies to SE1.11)</i></p> <p>I. C-2 Approaches to Learning: Attends to tasks and seeks help when encountering a problem. <i>(applies to SE1.12)</i></p>	<p>0.4.2.1. Use feedback from the teacher. <i>(2018 Minnesota K-12 Academic Standards in Physical Education)</i></p> <p>0.4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed. <i>(National Health Standard)</i></p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>None</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>I. A-1 Self-Concept: Demonstrates self-confidence. <i>(applies to SE2.6)</i></p> <p>V. A-1 People, Past and Present: Begins to recognize their physical characteristics and those of others. <i>(applies to SE2.7)</i></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>I. D-4 Interaction with Others: Begins to identify feelings and responds to those of others.</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>I. D-4 Interaction with Others: Identifies some feelings and responds to those of others.</p>	<p>None</p>

Component SE4-5: Self-Regulation

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>	None	<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>	None	4.2.1. Demonstrate healthy ways to express needs, wants, and feelings. (<i>National Health Standard</i>)
<p>SE5. Adaptability: Child adapts to change and transitions.</p>	<p>SE5.4. Copes with change, then persists and moves ahead.</p> <p>SE5.5. Approaches new tasks with confidence.</p>	<p>I. B-2 Self-Control: Manages transitions. (<i>applies to SE5.4</i>)</p> <p>I. A-1 Self-Concept: Demonstrates self-confidence. (<i>applies to SE5.5</i>)</p>	SE5.6. Anticipates changes and demonstrates the ability to adjust to changes.	I. B-2 Self-Control: Manages transitions.	None

Component SE6-8: Social Understanding and Relationships

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>SE6. Social Responsiveness: Child notices and responds to others and their emotions with empathy.</p>	<p>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).</p> <p>SE6.8. Labels others' emotions (e.g., tells the caregiver they look happy).</p>	<p>I. D-4 Interaction with Others: Begins to identify feelings and responds to those of others.</p>	<p>SE6.9. Attempts to label increasingly complex emotions in others (e.g., pride, embarrassment, or jealousy).</p> <p>SE6.10. Acknowledges others' emotions (e.g., responds to peers' complex emotions).</p> <p>SE6.11. Expresses curiosity and interest in others' perspectives when presented with different viewpoints.</p>	<p>I. D-4 Interaction with Others: Identifies some feelings and responds to those of others.</p>	<p>None</p>
<p>SE7. Building Relationships: Child establishes and sustains relationships with others.</p>	<p>SE7.9. Participates, verbally and non-verbally, in activities and conversations with caregivers and peers.</p>	<p>I. D-1 Interaction with Others: Interacts with one or more children.</p> <p>I. D-2 Interaction with Others: Interacts with familiar adults.</p>	<p>SE7.10. Builds friendships/peer connections through play, learning activities, and conversation with peers.</p>	<p>I. D-1 Interaction with Others: Interacts easily with one or more children.</p>	<p>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></p>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>I. D-1 Interaction with Others: Interacts with one or more children. <i>(applies to SE8.8 and SE8.10)</i></p> <p>I. D-3 Interactions with Others: Participates in the group life of the class <i>(applies to SE.9)</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>I. D-1 Interaction with Others: Interacts easily with one or more children. <i>(applies to SE8.11 and SE8.13)</i></p> <p>I. D-2 Interactions with Others: 2 Interacts easily with familiar adults. <i>(applies to SE8.12)</i></p> <p>I. D-3 Interactions with Others: Participates in the group life of the class. <i>(applies to SE8.12)</i></p>	<p>0.4.3.1. Share equipment and space with others. <i>(2018 Minnesota K-12 Academic Standards in Physical Education)</i></p> <p>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></p>

Social Systems

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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>V. A-1 People, Past and Present: Begins to recognize their physical characteristics and those of others.</p> <p>V. B-1 Human Interdependence: Begins to understand different kinds of families.</p> <p>V. B-2 Human Interdependence: Recognizes that people do different kinds of jobs.</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>V. A-1 People, Past and Present: Identifies similarities and differences in personal and family characteristics.</p> <p>V. B-1 Human Interdependence: Begins to understand family needs, roles, and relationships.</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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>V. C-1 Citizenship and Government: Shows beginning awareness of rules.</p> <p>VII. C-2 Self-Care, Health, and Safety: Follows basic safety rules with reminders.</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>V. C-1 Citizenship and Government: Demonstrates awareness of rules. <i>(applies to Soc2.7)</i></p> <p>V. C-2 Citizenship and Government: Shows awareness of what it means to be a leader. <i>(applies to Soc2.8)</i></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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>	None	<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>None (<i>applies to Soc3.11, Soc3.13, and Soc3.14</i>)</p> <p>V. A-1 People, Past and Present: Identifies similarities and differences in personal and family characteristics. (<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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>	<p>V. A-1 People, Past and Present: Begins to recognize their physical characteristics and those of others.</p>	<p>Soc4.7. Compares their own cultural traditions with others' to understand similarities and differences.</p>	<p>V. A-1 People, Past and Present: Identifies similarities and differences in personal and family characteristics.</p>	<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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>V. D-1 People and Where They Live: Shows beginning awareness of their environment.</p>	<p>Soc5.5. Participates in community conservation activities that help manage, preserve, and protect the environment (e.g., planting a tree).</p>	<p>V. D-2 People and Where They Live: Shows awareness of the environment. V. D-3 People and Where They Live: Shows some awareness of ways people affect their environment.</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>IV. C-1 Life Science: Explores the characteristics of living things. V. D-1 People and Where They Live: Shows beginning awareness of their environment.</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”). 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>V. D-1 People and Where They Live: Describes the location of things in the environment.</p>	<p>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.</p>

Component Soc7: Economics: Wants, Needs, and Choices

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 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>V. C-1 Citizenship and Government: Shows beginning awareness of rules. <i>(applies to Soc7.10)</i></p> <p>IV. C-2 Life Science: Explores the needs of living things. <i>(applies to Soc7.11)</i></p> <p>None <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>I. D-1 Interacting with Others: Interacts easily with one or more children. <i>(applies to Soc7.13)</i></p> <p>None <i>(applies to Soc7.14 and Soc15)</i></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

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc8. Using Technology: Child engages with a variety of forms of technology. Screen usage is recommended with caregiver support and supervision.</p> <p><i>*Technology includes videos, music, computers, tablets, television, smart phones, toys with lights and sounds, voice assistance, etc.</i></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>	<p>V. B-3 Human Interdependence: Explores technology in their environment.</p>	<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>	<p>V. B-3 Human Interdependence: Begins to be aware of how technology affects their life.</p>	<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>

ECIPs Subcomponent(s)	ECIPs Indicator(s) 3-4 years	WSS-P3 3-4 years	ECIPs Indicator(s) 4-5 years and Fall of Kindergarten	WSS-P4 4-5 years	Kindergarten Academic Standard(s) End of Kindergarten
<p>Soc9. Digital Safety and Well-Being: Child has the ability to choose and use some digital technology appropriately.</p> <p><i>*Digital technology includes videos, music, computers, tablets, television, smart phones, voice assistance, etc.</i></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>	<p>V. B-3 Human Interdependence: Explores technology in their environment. <i>(applies to Soc9.4)</i></p> <p>I. B-2 Self-Control: Manages transitions. <i>(applies to Soc9.5)</i></p>	<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>	<p>V. B-3 Human Interdependence: Begins to be aware of how technology affects their life. <i>(applies to Soc9.6)</i></p> <p>I. B-2 Self-Control: Manages transitions. <i>(applies to Soc9.7)</i></p>	<p>2.2.3. Describe how the media can influence health behaviors. <i>(National Health Standard)</i></p>