

Early Childhood Objectives

based on the Minnesota Early Childhood Indicators of Progress

Domain	Domain Component	Preschool Objective
Personal & Social Development	Emotional Development	The student seeks adult help when needed for emotional support, physical assistance, social interaction, and approval
		The student separates from family, adjust to new situations
		The student uses words instead of actions to express emotions
		The student displays positive self-esteem and confidence
	Self-Concept	The student displays increasing independence
		The student identifies self by categories (e.g., gender, age, family relationships)
		The student is beginning to connect actions and consequences and take responsibility for own behavior
	Social Competence	The student interacts with one or more other children
		The student shows concern about rules and group expectations
		The student initiates positive contact with peers and adults
		The student respects the rights and property of self and others
		The student uses play to explore, practice, and understand social roles
		The student sustains interaction by cooperation, helping, sharing, and expressing interest
		The student works with others to solve problems peacefully
Approaches to Learning	Curiosity	The student shows eagerness and a sense of wonder as learners
		The student shows interest in discovering and learning new things
	Risk-Taking	The student chooses new as well as a variety of familiar activities
		The student pursues challenges and accept setbacks
		The student shows interest in a variety of ways to solve problems
	Invention & Imagination	The student approaches tasks with flexibility
		The student expresses interests and self-direction in learning
		The student engages in socio-dramatic play
	Persistence	The student demonstrates the ability to complete a task
		The student maintains concentration over time
The student seeks help when encountering a problem		
Reflection		The student thinks about events and experiences

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		The student sets goals, develops them, and follows through on plans
Language Development and Communication	Listening	The student derives meaning from non-verbal and verbal cues
		The student listens to directions and conversations with understanding
		The student follows 2 or 3 step directions
	Speaking	The student communicates needs, wants, or thoughts through non-verbal gestures, actions, or expressions
		The student initiates and responds in conversation with others
		The student communicates information and tells simple personal stories/experiences
		The student speaks clearly in large/small groups, formal/informal settings
		The student uses new vocabulary and grammar in speech
		The student identifies a wide variety of objects through receptive language
		The student names and describes objects
		The student uses a variety of position, sensory, and temporal words in his/her descriptions
	Emergent Reading – Motivation to Read	The student listens with interest to stories told or read aloud
		The student chooses to look at books independently and sees self as a reader
	Emergent Reading – Phonological Awareness	The student is familiar with nursery rhymes and rhyming songs
		The student identifies spoken words as same or different
		The student identifies oral rhymes and is beginning to produce oral rhymes
		The student is beginning to clap syllables
		The student is beginning to listen for and isolate beginning sounds
		The student matches words with the same beginning sound
	Emergent Reading – Comprehension	The student predicts what will happen next in a story using pictures as a guide
		The student retells information from a story

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		The student makes connections using illustrations, photos, prior knowledge, and real-life experiences
		The student is beginning to recognize story structure including characters, setting, and sequence of events
		The student is beginning to determine cause and effect
		The student is beginning to distinguish between fiction and non-fiction, fantasy and realism
		The student is beginning to note details, compare, contrast, categorize, and classify
	Emergent Reading – Book & Print Awareness	The student makes connections between oral language and print
		The student is beginning to demonstrate directionality in print
		The student distinguishes between print and illustrations
		The student is beginning to recognize print in the environment
		The student recognizes favorite books by the covers
		The student distinguishes letters from numbers
		The student identifies the role of author and illustrator
		The student demonstrates proper use and care of books
		The student points out front/back cover, title, and first/middle/end pages of a book
		The student is beginning to understand that letters make words
		The student is beginning to understand that words are separated by spaces
		The student is beginning to count the words in a sentence
	Emergent Reading – Letter & Word Knowledge	The student knows the order of the alphabet and recites in sequence
		Recognizes own written name in a variety of contexts, capital and lowercase letters
		The student is beginning to notice the beginning letters in familiar words
		The student identifies 18 or more printed capital letters by name, in random order
		The student identifies 10 or more printed lowercase letters by name, in

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		random order
		The student is beginning to match letters with their sounds
		The student is beginning to recognize some frequently seen words
	Emergent Writing	The student understands that writing is a way of communicating
		The student uses scribbles, shapes, or pictures to represent thoughts or ideas
		The student is beginning to write using letter-like symbols to make letters or words
		The student independently experiments with a variety of writing surfaces and materials
		The student writes own name
		The student contributes to a shared writing
		The student five or more recognizable upper or lowercase letters
Creativity & The Arts	Creating	The student uses a variety of materials for exploration and experimentation
		The student combines activities, materials, and equipment in new ways
		The student participates in music experiences, creative movement, and dance
		The student creates original work
	Responding	The student shares ideas about personal artwork
		The student shows interest in the artwork of others
		The student engages in dramatic play with others
		The student reproduces or creates sound patterns
		The student recalls words in a song or fingerplay
	Evaluating	The student shares opinions about likes and dislikes
		The student understands and describes the reasons for likes and dislikes
Cognitive Development	Mathematical & Logical Thinking – Number Concepts	The student counts to twenty or higher (by rote)
		The student compares numbers of objects using language
		The student counts objects 1-10 or higher (one-to-one correspondence)
		The student uses ordinal numbers from first to fifth

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		The student recognizes numerals through 10
		The student recognizes and describes the concept of zero
		The student explores the concept of whole, parts, and parts that make a whole
		The student is beginning to use numbers to predict, estimate, and make realistic guesses
		The student names “how many” are in a group of up to three objects without counting
	Mathematical & Logical Thinking – Patterns and Relationships	The student recognizes and duplicates simple patterns
		The student predicts what comes next to extend a pattern
		The student is beginning to create simple repeating patterns
		The student sorts things into subgroups by different characteristics and explains how the sorting was done
		The student compares and contrasts objects
		The student explores charts and graphs
	Mathematical & Logical Thinking – Spatial Relationships	The student identifies and labels different kinds of shapes
		The student understands and describes position, direction, and distance
		The student builds understanding of size as related to space
	Mathematical & Logical Thinking – Sequencing	The student begins to use standard and non-standard measures for length, area, and weight
		The student explores the concept of capacity, weight, and mass
		The student compares size, length, capacity, and weight in natural situations
		The student is beginning to name standard tools for measuring time, temperature, length, capacity, and weight
		The student is beginning to use language associated with time in everyday situations
		The student identifies first, middle, and last in a series

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	Scientific Thinking & Problem Solving - Observe	The student uses senses to explore materials
		The student identifies characteristics of objects or phenomena
	Scientific Thinking & Problem Solving - Question	The student expresses wonder about the natural world
		The student is beginning to pose questions and find answers through active exploration
	Scientific Thinking & Problem Solving - Investigate	The student uses tools for investigation
		The student makes comparisons among objects that have been observed
	Social Systems Understanding – Human Relationships	The student recognizes qualities, interests, skills, traditions, and experiences that make people unique
		The student describes ways that people live, work, and play
		The student demonstrates positive human attributes, relationships, roles, and social skills
	Social Systems Understanding – Understanding the World	The student describes jobs people do
		The student shows interest in how people affect the environment
		The student begins to recall recent and past events
		The student begins to express geographic thinking
		The student begins to become aware of technology and how it affects their lives
Physical Development	Gross Motor	The student develops control of large body movement
		The student develops increased body strength and stamina
		The student continues to develop body flexibility
		The student continues to develop muscle strength and coordination with large objects
		The student uses a variety of equipment for physical development
	Fine Motor	The student practices self-help skills (zips, buttons)
		The student develops strength, dexterity, and control needed to use tools

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		and materials
		The student uses writing and drawing tools with control and intention
		The student coordinates hand and eye movements
		The student explores manipulative toys
		The student strengthens hand grasp and uses hands in many positions
		The student develops pincer control in picking up small objects
		The student manipulates two small objects at the same time
		The student controls fingers individually
	Physical Health & Well Being	The student follows basic health and safety rules
		The student performs some self-care tasks independently

*To create this I used the Minnesota Early Childhood Indicators of Progress, keeping the Domains and Domain Concepts the same. I compared it to the Houghton Mifflin Preschool Scope and Sequence, Maple Lake Kindergarten standards, and my own knowledge/experiences to add details to the specific objectives. I attempted to be concise in order to provide a useable, working document without too much repetition.