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COR *Advantage*®

HighScope's COR Advantage and
Key Developmental Indicators (KDIs)

Aligned With

Minnesota's Early Learning Standards: Birth to
Kindergarten (2017)

**Minnesota Early Learning Standards 2017 —
0–1 Year**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

APPROACHES TO LEARNING		
Component AL1–2: Initiative and Curiosity		
Subcomponent AL1 Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things		
AL1.1 Shows interest in the environment primarily through looking and listening	A. Initiative and planning	1. Initiative
AL1.2 Responds to people by looking kicking legs, vocalizing, reaching	A. Initiative and planning	1. Initiative
AL1.3 Demonstrates readiness for new experiences	A. Initiative and planning	1. Initiative
Subcomponent AL2 Wonderment: Child expresses interest in novelty		
AL2.1 Vocalizes in response to a new person, toy or experience	A. Initiative and planning	1. Initiative 22. Exploring objects
Component AL3–6: Attentiveness, Engagement and Persistence		
Subcomponent AL3 Attending: Child focuses visual and auditory attention on relevant aspects of the environment		
AL3.1 Recognizes primary caregiver and familiar objects by touch, sight, sound, smell	N/A	N/A
Subcomponent AL 4 Self-direction: Child makes choices based upon own interests		

**Minnesota Early Learning Standards 2017 —
0–1 Year**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

AL4.1 Shows preference for people, objects, and food	A. Initiative and planning	1. Initiative 2. Problem solving 3. Self-help
Subcomponent AL5 Diligence: Child is focused and productive		
AL5.1 Repeats actions intentionally to achieve goals	A. Initiative and planning	35. Cause and effect
Subcomponent AL6 Resilience: Child responds to challenge by adapting		
AL6.1 Calms self when frustrated	B. Problem solving with materials D. Emotions	8. Emotions
Component AL7–9: Creativity		
Subcomponent AL7 Immersion: Child becomes absorbed in the process of exploration		
AL7.1 Looks and listens with intensity	A. Initiative and planning	1. Initiative
Subcomponent AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play		
AL8.1 Smiles, coos and laughs	AA. Pretend play	6. Relationships with adults 7. Relationships with peers 8. Emotions
AL8.2 Begins to be playful with familiar people and objects	AA. Pretend play	6. Relationships with adults 7. Relationships with peers 8. Emotions
Subcomponent AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant		

**Minnesota Early Learning Standards 2017 —
0–1 Year**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

AL9.1 Shows excitement and pleasure at making something happen (activates mobile by kicking foot, drops toy and hears a “bang”)	N/A	35. Cause and effect
Component AL10–13: Processing and Utilizing Information		
Subcomponent AL10 Working Memory: Child stores and retrieves information in order to use it purposefully		
AL10.1 Demonstrates understanding of object permanence	N/A	23. Object permanence
Subcomponent AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections		
AL11.1 Imitates actions or makes a sound to represent or stand for an object or event (“Arf” for dog)	AA. Pretend play	36. Imitating and pretending
Subcomponent AL12 Cognitive Flexibility/Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing		
AL12.1 Recognizes their actions can cause a specific response	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect
Subcomponent AL13 Problem Solving: Child seeks and finds solutions to problems		
AL13.1 Notices and pays attention to things that seem amiss	B. Problem solving with materials	2. Problem solving

**Minnesota Early Learning Standards 2017 —
Birth to 6 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

LANGUAGE, LITERACY AND COMMUNICATIONS: COGNITIVE		
Component LLC 1–2: Listening and Understanding; Receptive Language		
Subcomponent L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)		
L1.1 Turns toward and focuses on nearby adult caregiver who is speaking	M. Listening and comprehension	16. Listening and responding
L1.2 Watches caregiver actions and gestures	M. Listening and comprehension	16. Listening and responding
Component LLC 3–4: Communicating and Speaking; Expressive Language		
Subcomponent L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas		
L2.1 Coos and gurgles, babbles, and imitates facial expressions to caregivers	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
L2.2 Begins a conversation through body movements	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
Subcomponent L3 Vocabulary and syntax: Child understands word order and grammatical rules		
L3.1 Imitates and repeats pitch and duration of caregiver sounds	L. Speaking	41. Sounds

**Minnesota Early Learning Standards 2017 —
Birth to 6 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Component LLC 5–13: Emergent Reading		
Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts		
L4.1 Likes to be read to and shown pictures	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
Subcomponent L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language		
L5.1 Looks at caregiver’s lips and face when caregiver is speaking	N. Phonological awareness	4. Distinguishing self and others
L5.2 Pays attention to sounds in the environment and the spoken language from caregivers	N. Phonological awareness	4. Distinguishing self and others
Subcomponent L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters		
L6.1 Recognizes familiar faces	O. Alphabetic knowledge	38. Identifying visual images
Subcomponent L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print		
L7.1 Explores books by grasping and bringing to mouth to suck and chew	Q. Book enjoyment and knowledge	20. Exploring print
Subcomponent L8 Comprehension of narrative text: Child understands the events and order of events in a story		

**Minnesota Early Learning Standards 2017 —
Birth to 6 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Component LLC 14: Writing		
Subcomponent L9 Writing conventions: Child understands the forms and function of written language		
L9.1 Grasps and squeezes a toy or object	R. Writing	12. Moving parts of the body
L9.2 Uses hands or feet to make a connection with objects or people	R. Writing	12. Moving parts of the body

**Minnesota Early Learning Standards 2017 —
6 to 15 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

LANGUAGE, LITERACY AND COMMUNICATIONS: COGNITIVE		
Component LLC 1–2: Listening and Understanding; Receptive Language		
Subcomponent L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)		
L1.3 Responds to nonverbal and verbal cues	M. Listening and comprehension	16. Listening and responding
L1.4 Responds to conversation, questions, and requests	M. Listening and comprehension	16. Listening and responding
L1.5 Responds to an object or action label such as ball or eat	M. Listening and comprehension	16. Listening and responding
Component LLC 3–4: Communicating and Speaking; Expressive Language		
Subcomponent L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas		
L2.3 Uses sounds, gestures, or actions to communicate and express needs and wants	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
L2.4 Makes different sounds in response to objects, people, or activities	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
Subcomponent L3 Vocabulary and syntax: Child understands word order and grammatical rules		
L3.2 Uses a few words or word approximations to represent concepts	L. Speaking	41. Sounds

**Minnesota Early Learning Standards 2017 —
6 to 15 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

L3.3 Names a few objects and people	L. Speaking	41. Sounds
L3.4 Imitates animal and other environmental sounds	L. Speaking	41. Sounds
Component LLC 5–13: Emergent Reading		
Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts		
L4.2 Makes sounds while looking at text or images	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
L4.3 Points to a few pictures in books and in response to adult questions	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
L4.4 Demonstrates interest and involvement with books and other print materials	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
Subcomponent L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language		
L5.3 Shows interest in songs, rhymes, chants, and stories	N. Phonological awareness	21. Enjoying language
L5.4 Recognizes sounds used by speakers of child's home language	N. Phonological awareness	21. Enjoying language
Subcomponent L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters		
L6.2 Shows interest in familiar photos, pictures, and drawings	O. Alphabetic knowledge	38. Identifying visual images
Subcomponent L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print		
L7.2 Attempts to hold board books with both hands	Q. Book enjoyment and knowledge	20. Exploring print
L7.3 Turns pages of board books	Q. Book enjoyment and knowledge	20. Exploring print

**Minnesota Early Learning Standards 2017 —
6 to 15 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Subcomponent L8 Comprehension of narrative text: Child understands the events and order of events in a story		
L8.1 Pays attention to stories read out loud	M. Listening and comprehension	20. Exploring print 21. Enjoying language
L8.2 Points to or gestures toward characters during reading	M. Listening and comprehension	20. Exploring print 21. Enjoying language
Component LLC 14: Writing		
Subcomponent L9 Writing conventions: Child understands the forms and function of written language		
L9.3 Coordinates eye and hand movements and has control over grasp	R. Writing	12. Moving parts of the body

**Minnesota Early Learning Standards 2017 —
0–1 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

MATHEMATICS		
Component M1–6: Number Knowledge		
Subcomponent M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity		
M1.1 Releases one item to reach for another	S. Number and counting	25. Exploring more
M1.2 Uses body language to indicate a desire for more	S. Number and counting	25. Exploring more
Subcomponent M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”		
Subcomponent M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set		
Subcomponent M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence		
Subcomponent M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have		
M5.1 Grasps one object and reaches for another	BB. Observing and classifying	25. Exploring more
Subcomponent M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the number of items in a set does not change when the set arrangement changes		

**Minnesota Early Learning Standards 2017 —
0–1 Years**

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**Key Development
Indicators (KDIs) —
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Subcomponent M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)		
Subcomponent M8 Repeating patterns: The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity		
M8.1 Anticipates familiar routines	V. Patterns	32. Anticipating events
M1.2 Uses body language to indicate a desire for more	V. Patterns	32. Anticipating events
Subcomponent M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2-dimensional (2D) and 3-dimensional (3D) shapes and manipulate shapes with purpose		
Subcomponent M10 Transformations and symmetry: The child can locate and manipulate shapes in space		
M10.1 Attends and responds to moving objects and sounds relative to themselves	T. Geometry: Shapes and spatial awareness	13. Moving the whole body
Subcomponent M11 Location, spatial awareness and landmark use: The child recognizes where a person or object is in relation to other people of objects		
M11.1 Shows preference for familiar toys	T. Geometry: Shapes and spatial awareness	N/A
Subcomponent M12 Sorting: The child recognizes that objects can be sorted by attributes		
M12.1 Recognizes differences among people and among different objects	BB. Observing and classifying	24. Exploring same and different

**Minnesota Early Learning Standards 2017 —
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**Key Development
Indicators (KDIs) —
Infant-Toddler**

Subcomponent M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics		
Subcomponent M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.		
PHYSICAL AND MOVEMENT DEVELOPMENT		
Component P1–4: Gross Motor		
Subcomponent P1 Early infancy reflexive movements: Child moves involuntarily: not purposefully initiating movement		
P1.1 Laying on back, kicks legs and waves arms	I. Gross-motor skills	13. Moving the whole body
P1.2 Laying on tummy, holds head up	I. Gross-motor skills	13. Moving the whole body
Subcomponent P2 Early infancy movement in and out of position: Child moves voluntarily and purposefully		
P2.1 Rolls over: tummy to back/back to tummy	I. Gross-motor skills	13. Moving the whole body
P2.2 Moves into/out of sitting	I. Gross-motor skills	13. Moving the whole body
Subcomponent P3 Locomotion: Childs moves their body through space from one place to another		
P3.1 Crawls by one of these methods: <ul style="list-style-type: none"> - On tummy using arms/legs (tummy/commando) - Two straight arms and one bent leg (3-point) - Scoots instead of crawls: from a seated position by pushing forward with legs (bend & straighten)/arm assist 	I. Gross-motor skills	13. Moving the whole body
P3.2 Pulls to stand up against furniture	I. Gross-motor skills	13. Moving the whole body

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**Key Development
Indicators (KDIs) —
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P3.3 Cruises along surfaces (e.g., low tables, chairs, shelves)	I. Gross-motor skills	13. Moving the whole body
P3.4 Walks with assistance	I. Gross-motor skills	13. Moving the whole body
Component P4: Gross Motor continued		
Subcomponent P4 Object control: Child can manipulate objects to propel or receive		
Component P5: Fine Motor		
Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects		
P5.1 Reaches for toy, grasps it and releases	J. Fine-motor skills	12. Moving parts of the body
P5.2 Grasps small food objects using finger and thumb	J. Fine-motor skills	12. Moving parts of the body
P5.3 Transfers object from one hand to other hand	J. Fine-motor skills	12. Moving parts of the body
Component P6: Fine Motor		
Subcomponent P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene		
P6.1 Assists with dressing by lifting leg, arm, etc.	K. Personal care and healthy behavior	3. Self-help
P6.2 Feeds self with hands	K. Personal care and healthy behavior	3. Self-help
P6.3 Begins to drink from a cup	K. Personal care and healthy behavior	3. Self-help
SCIENTIFIC THINKING		
Components ST1–2: Discover		
Subcomponent Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment		

**Minnesota Early Learning Standards 2017 —
0–1 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

ST1.1 Observes and responds to external stimuli	BB. Observing and classifying	22. Exploring objects
ST1.2 Indicates surprise, curiosity, or hesitancy when presented with unfamiliar items, people, situations	BB. Observing and classifying	22. Exploring objects
Subcomponent Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings		
ST2.1 Explores people and objects using senses	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects
Component ST3–4: Act		
Subcomponent Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.		
ST3.1 Demonstrates recognition of familiar items, people, and situations	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 23. Persists in looking for missing objects
ST3.2 Persists in looking for missing object(s)	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 23. Persists in looking for missing objects
Subcomponent Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions		
ST4.1 Shows a preference for certain materials, people or situations	CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects
ST4.2 Indicates surprise when outcome is not as expected	CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects
Understanding Component ST5–6: Integrate		

**Minnesota Early Learning Standards 2017 —
0–1 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Subcomponent Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others		
ST5.1 Vocalizes in response to stimuli or individual needs	L. Speaking	19. Speaking
ST5.2 Seeks out/initiates interactions from others in service of own needs	L. Speaking	19. Speaking
Subcomponent Apply: Child leverages and uses knowledge unprompted or in a new situation.		
ST6.1 Finds comfort in familiar people and objects	E. Building relationships with adults	5. Attachment
SOCIAL SYSTEMS: COGNITIVE		
Component 1–2: Community, People and Relationships		
Subcomponent SS1 Self-identity in the community: Understands the different ways people form their identity		
SS1.1 Shows a preference for familiar adults	G. Community	5. Attachment 8. Emotions
SS1.2 Expresses feeling and emotions through gestures, facial expressions and sounds	G. Community	5. Attachment 8. Emotions
Subcomponent SS2 Civics: Child understands what it means to be a member of a community		
SS2.1 Makes wants and needs known	G. Community	1. Initiative 21. Enjoying language
SS2.2 Shows interest in stories and songs	G. Community	1. Initiative 21. Enjoying language
Components SS3–4: Change over Time		

**Minnesota Early Learning Standards 2017 —
0–1 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Subcomponent SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events		
SS3.1 Participates in physical care routines	FF. Knowledge of self and others HH. History	3. Self-help
Subcomponent SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions		
SS4.1 Recognizes familiar people and toys or objects	FF. Knowledge of self and others	5. Attachment
Components SS5–6: Environment		
Subcomponent SS5 Conservation: Understands that some environmental resources are limited		
Subcomponent SS6 Physical characteristics of community: Child can identify important physical features in their environment		
Components SS7: Economics		
Subcomponent SS7 Economic reasoning: Child begins to understand basic economic principles		
Components SS8: Technology		
Subcomponent SS8 Digital citizenship: The ability to choose and use some digital technology appropriately		
THE ARTS		
Components A1–2: Exploring the Arts		
Subcomponent A1: Child shows an interest in learning about different artistic experiences		

**Minnesota Early Learning Standards 2017 —
0–1 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

A1.1 Actively explores their environment (through song, music, movement, etc.) to enrich their senses	X. Art	21. Enjoying language
Subcomponent A2: Child can distinguish differences within each area of artistic expression		
A2.1 Notices differences	X. Art	24. Exploring same and different
Components A3–4: Using the Arts to Express Ideas and Emotions		
Subcomponent A3: Child demonstrates interest and emotions in artistic expression		
A3.1 Responds to music by vocalizing, moving body, smiling or frowning at pictures, colors, shapes, etc.	D. Emotions X. Art	40. Responding to music
Subcomponent A4: Child understands patterns in artistic media		
A4.1 Imitates sounds, motions and gestures	X. Art	36. Imitating and pretending
Component A5: Self-Expression in the Arts		
Subcomponent A5: Child uses art for self-expression		
A5.1 Expresses emotions when exposed to the arts	D. Emotions X. Art	8. Emotions 37. Exploring art materials

**Minnesota Early Learning Standards 2017 —
1–2 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

APPROACHES TO LEARNING		
Component AL1–2: Initiative and Curiosity		
Subcomponent AL1 Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things		
AL1.4 Uses senses to explore their environment	A. Initiative and planning	1. Initiative
AL1.5 Seeks and taking pleasure in new skills	A. Initiative and planning	1. Initiative
Subcomponent AL2 Wonderment: Child expresses interest in novelty		
AL2.2 Bangs, moves, throws and dumps materials with pleasure	A. Initiative and planning	1. Initiative 22. Exploring objects
Component AL3–6: Attentiveness, Engagement and Persistence		
Subcomponent AL3 Attending: Child focuses visual and auditory attention on relevant aspects of the environment		
AL3.2 Stays focused on activities for a short period of time	N/A	N/A
Subcomponent AL 4 Self-direction: Child makes choices based upon own interests		
AL4.2 Makes choices seeking occasional assistance from adult	A. Initiative and planning	1. Initiative 2. Problem solving 3. Self-help

**Minnesota Early Learning Standards 2017 —
1–2 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Subcomponent AL5 Diligence: Child is focused and productive		
AL5.2 Interacts with others, objects or activities for short periods of time	N/A	N/A
Subcomponent AL6 Resilience: Child responds to challenge by adapting		
AL6.2 When upset, can recover in a reasonable amount of time	B. Problem solving with materials D. Emotions	8. Emotions
Component AL7–9: Creativity		
Subcomponent AL7 Immersion: Child becomes absorbed in the process of exploration		
AL7.2 Explores environment with purpose	A. Initiative and planning	1. Initiative
Subcomponent AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play		
AL8.3 Explores and uses materials in new and unconventional ways	AA. Pretend play	2. Problem solving 8. Emotions
AL8.4 Observes others when they are laughing and smiles or laughs too	AA. Pretend play	2. Problem solving 8. Emotions
Subcomponent AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant		
AL9.2 Wants to do things by self and has own way of doing thing	A. Initiative and planning	4. Distinguishing self and others
AL9.3 Begins to play with toys, objects and materials in new ways.	N/A	2. Problem solving

**Minnesota Early Learning Standards 2017 —
1–2 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Component AL10–13: Processing and Utilizing Information		
Subcomponent AL10 Working Memory: Child stores and retrieves information in order to use it purposefully		
AL10.2 Uses some prior experiences to build new knowledge and solve problems	B. Problem solving with materials	2. Problem solving 32. Anticipating events
AL10.3 Anticipates familiar, daily events	G. Community	2. Problem solving 32. Anticipating events
Subcomponent AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections		
AL11.2 Acts out a sequence of related actions to recreate personal experiences (feeding teddy bear with a spoon, etc.)	AA. Pretend play	36. Imitating and pretending
Subcomponent AL12 Cognitive Flexibility/Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing		
AL12.2 Notices similarities and differences	BB. Observing and classifying	24. Exploring same and different
AL12.3 Anticipates what will happen next	G. Community HH. History	24. Exploring same and different
Subcomponent AL13 Problem Solving: Child seeks and finds solutions to problems		
AL13.2 Examines objects that don't respond as usual; attempts to make object work as expected	B. Problem solving with materials	2. Problem solving

**Minnesota Early Learning Standards 2017 —
15–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

LANGUAGE, LITERACY AND COMMUNICATIONS: COGNITIVE		
Component LLC 1–2: Listening and Understanding; Receptive Language		
Subcomponent L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)		
L1.6 Responds to increasingly complex sentences	M. Listening and comprehension	16. Listening and responding
L1.7 Responds to descriptive language about objects, actions, and concepts	M. Listening and comprehension	16. Listening and responding
Component LLC 3–4: Communicating and Speaking; Expressive Language		
Subcomponent L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas		
L2.5 Uses real or made-up words or signs to express basic wants and needs	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
L2.6 Adds to or extends conversations with others	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
Subcomponent L3 Vocabulary and syntax: Child understands word order and grammatical rules		
L3.5 Constructs simple two-word sentences (object and action)	L. Speaking	19. Speaking

**Minnesota Early Learning Standards 2017 —
15–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

L3.6 Rapidly increases use and number of sounds and words	L. Speaking	19. Speaking
Component LLC 5–13: Emergent Reading		
Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts		
L4.5 Relates an object in a book or print to the real object	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
L4.6 Imitates reading	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
Subcomponent L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language		
L5.5 Imitates sounds heard in the environment	N. Phonological awareness	41. Sounds
L5.6 Identifies sounds heard in the environment	N. Phonological awareness	41. Sounds
Subcomponent L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters		
L6.3 Recognizes familiar photos, pictures, drawings	O. Alphabetic knowledge	38. Identifying visual images
Subcomponent L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print		
L7.4 Turns book or text right side up	Q. Book enjoyment and knowledge	20. Exploring print
Subcomponent L8 Comprehension of narrative text: Child understands the events and order of events in a story		
L8.3 Understands stories read or told	M. Listening and comprehension	20. Exploring print 21. Enjoying language

**Minnesota Early Learning Standards 2017 —
15–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

L8.4 Talks about, gestures, or points to characters and events during reading or storytelling	M. Listening and comprehension	20. Exploring print 21. Enjoying language
L8.5 Relates objects in stories to objects in the real world	M. Listening and comprehension	20. Exploring print 21. Enjoying language
L8.6 Talks about characters and events during reading	M. Listening and comprehension	20. Exploring print 21. Enjoying language
Component LLC 14: Writing		
Subcomponent L9 Writing conventions: Child understands the forms and function of written language		
L9.4 Uses small muscles to do simple tasks	R. Writing	12. Moving parts of the body
L9.5 Attempts to use a variety of writing tools such as crayons and markers	R. Writing	12. Moving parts of the body

**Minnesota Early Learning Standards 2017 —
1–2 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

MATHEMATICS		
Component M1–6: Number Knowledge		
Subcomponent M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity		
M1.3 Imitates use of at least one number word	S. Number and counting	25. Exploring more
M1.4 Imitates counting	S. Number and counting	25. Exploring more
Subcomponent M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”		
Subcomponent M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set		
M3.1 Responds to request to give a small quantity items (one, two)	S. Number and counting	25. Exploring more 27. Number
Subcomponent M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence		
Subcomponent M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have		
M5.2 Demonstrates understanding of some descriptive words, such as responding to questions	BB. Observing and classifying	24. Exploring same and different 30. Taking apart and putting together

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M5.3 Separates a few items into groups using own method such as color, size, etc.	BB. Observing and classifying	24. Exploring same and different 30. Taking apart and putting together
M5.4 Nests smaller objects inside larger objects	BB. Observing and classifying	24. Exploring same and different 30. Taking apart and putting together
Subcomponent M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes		
Subcomponent M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)		
M7.1 Experiments with “full” and “empty”	U. Measurement	29. Filling and emptying
M7.2 Orders a few objects by size with assistance	U. Measurement	
Subcomponent M8 The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity		
M8.2 Carries out familiar routines	V. Patterns	32. Anticipating events
M8.3 Follows a familiar simple pattern (sound, body movement sequence like Patty Cake)	V. Patterns	32. Anticipating events
Subcomponent M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2-dimensional (2D) and 3-dimensional (3D) shapes and manipulate shapes with purpose		
M9.1 Shows interest in shapes	T. Geometry: Shapes and spatial awareness	N/A

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Subcomponent M10 Transformations and symmetry: The child can locate and manipulate shapes in space		
M10.2 Develops increasing ability to change positions and move body from place to place	T. Geometry: Shapes and spatial awareness	13. Moving the whole body
M10.3 Demonstrates awareness of relationship between over and under, up and down, in and out	T. Geometry: Shapes and spatial awareness	13. Moving the whole body
Subcomponent M11 Location, spatial awareness and landmark use: The child recognizes where a person or object is in relation to other people or objects		
M11.2 Recognizes familiar objects from different vantage points	T. Geometry: Shapes and spatial awareness	31. Seeing from different viewpoints
Subcomponent M12 Sorting: The child recognizes that objects can be sorted by attributes		
M12.2 Matches items based on attributes meaningful to the child	BB. Observing and classifying	24. Exploring same and different
Subcomponent M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics		
Subcomponent M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.		
PHYSICAL AND MOVEMENT DEVELOPMENT		
Component P1–4: Gross Motor		
Subcomponent P1 Early infancy reflexive movements: Child moves involuntarily: not purposefully initiating movement		

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Subcomponent P2 Early infancy movement In and out of position: Child moves voluntarily and purposefully		
Subcomponent P3 Locomotion: Childs moves their body through space from one place to another		
P3.5 Crawls up a few stairs with adult observing	I. Gross-motor skills	13. Moving the whole body
P3.6 Walks independently	I. Gross-motor skills	13. Moving the whole body
P3.7 Runs freely	I. Gross-motor skills	13. Moving the whole body
Component P4: Gross Motor continued		
Subcomponent P4 Object control: Child can manipulate objects to propel or receive		
P4.1 Pushes and pulls toys while walking	I. Gross-motor skills	14. Moving with objects
P4.2 Throws small balls	I. Gross-motor skills	14. Moving with objects
Component P5: Fine Motor		
Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects		
P5.4 Grasps toys, objects to release into container	J. Fine-motor skills	12. Moving parts of the body
P5.5 Dumps out toys and objects from a container	J. Fine-motor skills	12. Moving parts of the body
P5.6 Turns pages of a board book	J. Fine-motor skills	12. Moving parts of the body
P5.7 Begins to grasp crayon to scribble	J. Fine-motor skills	12. Moving parts of the body
P5.8 Stacks a few blocks	J. Fine-motor skills	12. Moving parts of the body
Component P6: Fine Motor		

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Subcomponent P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene		
P6.4 When being dressed or undressed, assists with some clothes	K. Personal care and healthy behavior	3. Self-help
P6.5 Feeds self with hands and begins to use a child-size spoon	K. Personal care and healthy behavior	3. Self-help
P6.6 Drinks from a cup	K. Personal care and healthy behavior	3. Self-help
P6.7 Helps put away a few toys	K. Personal care and healthy behavior	3. Self-help
SCIENTIFIC THINKING		
Components ST1–2: Discover		
Subcomponent Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment		
ST1.3 Indicates interest by looking, pointing or verbalizing	BB. Observing and classifying	22. Exploring objects
Subcomponent Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings		
ST2.2 Seeks out and explores objects and items with apparent interest	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects
ST2.3 Begins using objects as tools	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects
Component ST3–4: Act		

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Subcomponent Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.		
ST3.3 Demonstrates willingness to try new things	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
ST3.4 Uses simple strategies to carry out ideas	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
ST3.5 Demonstrates ability to focus on one element of a situation	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
ST3.6 Persists in actions or attempts to affect environment or objects	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 35. Cause and effect
Subcomponent Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions		
ST4.3 Associates objects that belong together	CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different 28. Locating objects 35. Cause and effect
ST4.4 Asks “what happened?” or “where did it go?” as a result of an experiment	CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different 28. Locating objects 35. Cause and effect
Understanding Component ST5–6: Integrate		
Subcomponent Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others		
ST5.3 Uses gestures, body language or a few words to express emotions related to an activity, person or experience	L. Speaking	17. Nonverbal communication 19. Speaking

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ST5.4 Invites others to observe actions and results	L. Speaking	17. Nonverbal communication 19. Speaking
Subcomponent Apply: Child leverages and uses knowledge unprompted or in a new situation.		
ST6.2 Revisits and builds on past experiences	C. Reflection HH. History	32. Anticipating events
SOCIAL SYSTEMS: COGNITIVE		
Component 1–2: Community, People and Relationships		
Subcomponent SS1 Self-identity in the community: Understands the different ways people form their identity		
SS1.3 Demonstrates preference for favorite toys, clothing and activities	G. Community	4. Distinguishing self and others
Subcomponent SS2 Civics: Child understands what it means to be a member of a community		
SS2.3 Develops an expectation and understanding of routines within a familiar environment	G. Community	11. Group participation
SS2.4 Shows interest in other children and objects	G. Community	11. Group participation
Components SS3–4: Change over Time		
Subcomponent SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events		
S3.2 Notices sequence of a daily routine	FF. Knowledge of self and others HH. History	11. Group participation 32. Anticipating events
Subcomponent SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions		

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Components SS5–6: Environment		
Subcomponent SS5 Conservation: Understands that some environmental resources are limited		
SS5.1 Helps to put away toys or throw out trash	G. Community	3. Self-help
SS5.2 Participates in self-care routines	K. Personal care and healthy behavior	3. Self-help
Subcomponent SS6 Physical characteristics of community: Child can identify important physical features in their environment		
SS6.1 Begins pretend play with blocks, dolls and other toys	DD. Natural and physical world	36. Imitating and pretending
Components SS7: Economics		
Subcomponent SS7 Economic reasoning: Child begins to understand basic economic principles		
Components SS8: Technology		
Subcomponent SS8 Digital citizenship: The ability to choose and use some digital technology appropriately		
THE ARTS		
Components A1–2: Exploring the Arts		
Subcomponent A1: Child shows an interest in learning about different artistic experiences		
A1.2 Begins to choose senses to explore	X. Art	22. Exploring objects
Subcomponent A2: Child can distinguish differences within each area of artistic expression		

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A2.2 Show a preference for toys, people, experiences	X. Art	1. Initiative
Components A3–4: Using the Arts to Express Ideas and Emotions		
Subcomponent A3: Child demonstrates interest and emotions in artistic expression		
A3.2 Shows emotion when engages in artistic expression	D. Emotions X. Art	8. Emotions 37. Exploring art materials
Subcomponent A4: Child understands patterns in artistic media		
A4.2 Shows preference for familiar sounds, motions and gestures	X. Art	40. Responding to music
Component A5: Self-Expression in the Arts		
Subcomponent A5: Child uses art for self-expression		
A5.2 Shows preference in a variety of the arts to express oneself	D. Emotions X. Art	8. Emotions 37. Exploring art materials

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APPROACHES TO LEARNING		
Component AL1–2: Initiative and Curiosity		
Subcomponent AL1 Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things		
AL1.6 Approaches new materials in the environment with interest	A. Initiative and planning	1. Initiative
Subcomponent AL2 Wonderment: Child expresses interest in novelty		
AL2.3 Turns objects around, upside down and inside out to examine characteristics	A. Initiative and planning	1. Initiative 22. Exploring objects
Component AL3–6: Attentiveness, Engagement and Persistence		
Subcomponent AL3 Attending: Child focuses visual and auditory attention on relevant aspects of the environment		
AL3.3 Maintains attention for longer periods of time	N/A	N/A
Subcomponent AL 4 Self-direction: Child makes choices based upon own interests		
AL4.3 Makes choices independently	A. Initiative and planning	1. Initiative 2. Problem solving 3. Self-help
Subcomponent AL5 Diligence: Child is focused and productive		
AL5.3 Seeks assistance then persists to complete task	B. Problem solving with materials	6. Relationships with adults

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Subcomponent AL6 Resilience: Child responds to challenge by adapting		
AL6.3 Handles transitions comfortably	B. Problem solving with materials D. Emotions	8. Emotions
Component AL7–9: Creativity		
Subcomponent AL7 Immersion: Child becomes absorbed in the process of exploration		
AL7.3 Shows preference for certain activities, objects and materials through sustained involvement	A. Initiative and planning	1. Initiative 4. Distinguishing self and others
Subcomponent AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play		
AL8.5 Shows interest in other’s play and seeks out others to play	AA. Pretend play	10. Playing with others
AL8.6 Uses a variety of voice inflections and facial expressions in play; laughs	AA. Pretend play	10. Playing with others
Subcomponent AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant		
AL9.4 Begins to organize play and carry out own plans	A. Initiative and planning	1. Initiative
Component AL10–13: Processing and Utilizing Information		
Subcomponent AL10 Working Memory: Child stores and retrieves information in order to use it purposefully		
AL10.4 Able to remember and pretend a sequence of events	AA. Pretend play	11. Group participation
AL10.5 Recites simple songs, rhymes, a short sequence of letters, numbers, etc.	N. Phonological awareness	11. Group participation

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Subcomponent AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections		
AL11.3 Begins to use one object to stand for another in play (block as a telephone)	AA. Pretend play	36. Imitating and pretending
AL11.4 After exploring and experimenting with materials, labels their creation	AA. Pretend play	36. Imitating and pretending
Subcomponent AL12 Cognitive Flexibility/Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing		
AL12.4 Makes inferences based on what is seen, heard, smelled, etc.	N/A	N/A
AL12.5 Considers possibilities for why something happened	N/A	N/A
Subcomponent AL13 Problem Solving: Child seeks and finds solutions to problems		
AL13.3 Communicates to others that there is a problem and request that they solve it	B. Problem solving with materials	2. Problem solving

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LANGUAGE, LITERACY AND COMMUNICATIONS: COGNITIVE		
Component LLC 1–2: Listening and Understanding; Receptive Language		
Subcomponent L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)		
L1.8 Shows understanding of questions and statements about people, objects, ideas, and feelings	M. Listening and comprehension	16. Listening and responding
L1.9 Points to or places an object in/out, under/over and top/bottom when asked	M. Listening and comprehension	16. Listening and responding
L1.10 Notices when adults use unusual or uncommon words	M. Listening and comprehension	16. Listening and responding
Component LLC 3–4: Communicating and Speaking; Expressive Language		
Subcomponent L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas		
L2.7 Uses sounds, signs, words, phrases for desires and interests	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
L2.8 Begins to ask "why" questions	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
L2.9 Starts conversations with others	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking

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Subcomponent L3 Vocabulary and syntax: Child understands word order and grammatical rules		
L3.7 Uses increasingly complex and varied vocabulary and language	L. Speaking	16. Listening and responding
L3.8 Rapidly increases use of descriptive words such as giant, scary, silly	L. Speaking	16. Listening and responding
L3.9 Uses verbs such as have, had, or will in everyday conversation	L. Speaking	16. Listening and responding
Component LLC 5–13: Emergent Reading		
Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts		
L4.7 Shows interest in both pictures and text	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
L4.8 Asks for or picks out favorite texts	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
L4.9 Focuses on a book while listening to the reader	Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
Subcomponent L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language		
L5.7 Repeats different sounds in rhymes and familiar words	N. Phonological awareness	21. Enjoying language 41. Sounds
L5.8 Distinguishes between spoken language and environmental sounds	N. Phonological awareness	21. Enjoying language 41. Sounds
L5.9 Recalls previously heard words, songs, and rhymes	N. Phonological awareness	21. Enjoying language 41. Sounds

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Subcomponent L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters		
L6.4 Recognizes symbols, colors, and shapes	O. Alphabetic knowledge	38. Identifying visual images
Subcomponent L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print		
L7.5 Identifies front and back of book	Q. Book enjoyment and knowledge	20. Exploring print
L7.6 Demonstrates understanding that print has meaning	Q. Book enjoyment and knowledge	20. Exploring print
Subcomponent L8 Comprehension of narrative text: Child understands the events and order of events in a story		
L8.7 Asks and answers questions during story reading	M. Listening and comprehension	20. Exploring print 21. Enjoying language
L8.8 Acts out, draws, or describes parts of a story	M. Listening and comprehension	20. Exploring print 21. Enjoying language
L8.9 Can identify and describe basic information from the text	M. Listening and comprehension	20. Exploring print 21. Enjoying language
Component LLC 14: Writing		
Subcomponent L9 Writing conventions: Child understands the forms and function of written language		
L9.6 Uses scribbles, shapes, or pictures to represent thoughts and ideas	R. Writing	12. Moving parts of the body 37. Exploring art materials
L9.7 Demonstrates interest in writing as a way of communicating	R. Writing	12. Moving parts of the body 37. Exploring art materials

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MATHEMATICS		
Component M1–6: Number Knowledge		
Subcomponent M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity		
M1.5 Recites number words but not necessarily in the correct order	S. Number and counting	27. Number
M1.6 Recites number words correctly, up to 3	S. Number and counting	27. Number
M1.7 Names familiar numerals	S. Number and counting	27. Number
Subcomponent M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”		
M2.1 Imitates one to one correspondence	S. Number and counting	26. One-to-one correspondence
Subcomponent M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set		
M3.2 Gives 1 item correctly, upon request	S. Number and counting	25. Exploring more 27. Number
M3.3 Gives 2 items or more upon request for 2, inconsistently	S. Number and counting	25. Exploring more 27. Number

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Subcomponent M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence		
M4.1 Identifies first or second item in a sequence, upon request	N/A	N/A
Subcomponent M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have		
M5.5 Compares two sets of up to 4 objects accurately using terms like more/less; a little/a lot	BB. Observing and classifying	24. Exploring same and different 25. Exploring more
Subcomponent M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes		
M6.1 Notices when the quantity of a set of up to 4 objects has increased or decreased	S. Number and counting	24. Phonological awareness
Subcomponent M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration)		
M7.3 Brings objects closer together to compare them	U. Measurement	24. Exploring same and different 29. Filling and emptying
M7.4 Imitates using an object to measure another object	U. Measurement	24. Exploring same and different 29. Filling and emptying
M7.5 Identifies which of two small sets (less than 4) is more upon request	U. Measurement	24. Exploring same and different 29. Filling and emptying

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M7.6 Uses language to describe “full” and “empty”	U. Measurement	24. Exploring same and different 29. Filling and emptying
Subcomponent M8 The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity		
M8.4 Follows an unfamiliar simple pattern (sound, body, color, size, movement)	V. Patterns	N/A
Subcomponent M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2-dimensional (2D) and 3-dimensional (3D) shapes and manipulate shapes with purpose		
M9.2 Begins to recognize 2-dimensional (2D) and 3-dimensional (3D) shapes such as circles, spheres, squares, and cubes, such as by sorting or puzzle pieces	T. Geometry: Shapes and spatial awareness	N/A
Subcomponent M10 Transformations and symmetry: The child can locate and manipulate shapes in space		
M10.4 Adjusts position and movement of own body relative to objects	T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together 31. Seeing from different viewpoints
M10.5 Explores how objects fit together in space	T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together 31. Seeing from different viewpoints
M10.6 Rotates objects to fit through holes	T. Geometry: Shapes and spatial awareness	30. Taking apart and putting together 31. Seeing from different viewpoints

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Subcomponent M11 Location, spatial awareness and landmark use: The child recognizes where a person or object is in relation to other people or objects		
M11.3 With verbal cues, uses simple maps to relate to real-world	T. Geometry: Shapes and spatial awareness	31. Seeing from different viewpoints
Subcomponent M12 Sorting: The child recognizes that objects can be sorted by attributes		
M12.3 Explores sorting	BB. Observing and classifying	24. Exploring same and different
M12.4 Imitates sorting	BB. Observing and classifying	24. Exploring same and different
Subcomponent M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics		
Subcomponent M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.		
PHYSICAL AND MOVEMENT DEVELOPMENT		
Component P1–4: Gross Motor		
Subcomponent P1 Early infancy reflexive movements: Child moves involuntarily: not purposefully initiating movement		
Subcomponent P2 Early infancy movement In and out of position: Child moves voluntarily and purposefully		
Subcomponent P3 Locomotion: Childs moves their body through space from one place to another		

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P3.8 Crawls up 3 to 5 stairs	I. Gross-motor skills	13. Moving the whole body
P3.9 Walks on some different surfaces	I. Gross-motor skills	13. Moving the whole body
P3.10 Walks up and down a few stairs with adult support or holding handrail (step up on stair, then brings next foot to same stair)	I. Gross-motor skills	13. Moving the whole body
P3.11 Runs in games and freely	I. Gross-motor skills	13. Moving the whole body
P3.12 Climbs onto/off furniture	I. Gross-motor skills	13. Moving the whole body
P3.13 Jumps with two feet over a line	I. Gross-motor skills	13. Moving the whole body
Component P4: Gross Motor continued		
Subcomponent P4 Object control: Child can manipulate objects to propel or receive		
P4.3 Pushes medium size ball forward with foot	I. Gross-motor skills	14. Moving with objects
P4.4 Rolls a small ball to close target	I. Gross-motor skills	14. Moving with objects
P4.5 Throws a small ball close to target	I. Gross-motor skills	14. Moving with objects
P4.6 Pushes with legs while sitting on a scooter or balance bike	I. Gross-motor skills	14. Moving with objects
Component P5: Fine Motor		
Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects		
P5.9 Turns pages of a book	J. Fine-motor skills	12. Moving parts of the body
P5.10 Grasps a crayon to scribble	J. Fine-motor skills	12. Moving parts of the body
P5.11 Stacks 4 blocks	J. Fine-motor skills	12. Moving parts of the body
Component P6: Fine Motor		

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Subcomponent P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene		
P6.8 Attempts to dress self for indoors with support (help with buttons and zippers)	K. Personal care and healthy behavior	3. Self-help
P6.9 Helps put away toys	K. Personal care and healthy behavior	3. Self-help
P6.10 May use the bathroom with assistance	K. Personal care and healthy behavior	3. Self-help
SCIENTIFIC THINKING		
Components ST1–2: Discover		
Subcomponent Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment		
ST1.4 Asks questions readily	BB. Observing and classifying	18. Two-way communication 22. Exploring objects
Subcomponent Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings		
ST2.4 Engages with objects of interest — whether familiar or new — for extended periods of time	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects
ST2.5 Explores properties of objects/materials to gain understanding	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects

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ST2.6 Identifies and uses some tools for their intended purpose	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	1. Initiative 22. Exploring objects
Component ST3–4: Act		
Subcomponent Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.		
ST3.7 Approaches situations with intent to achieve a simple outcome	CC. Experimenting, predicting, and drawing conclusions	2. Problem solving 22. Exploring objects 35. Cause and effect
ST3.8 Uses a variety of strategies to carry out ideas	CC. Experimenting, predicting, and drawing conclusions	2. Problem solving 22. Exploring objects 35. Cause and effect
ST3.9 Demonstrates ability to focus on multiple elements of a situation	CC. Experimenting, predicting, and drawing conclusions	2. Problem solving 22. Exploring objects 35. Cause and effect
ST3.10 Demonstrates resilience in trial and error process	CC. Experimenting, predicting, and drawing conclusions	2. Problem solving 22. Exploring objects 35. Cause and effect
Subcomponent Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions		
ST4.5 Recognizes obvious differences among like objects	CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different 32. Anticipating events
ST4.6 Makes guesses at possible explanations or conclusions	CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different 32. Anticipating events

**Minnesota Early Learning Standards 2017 —
2–3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Understanding Component ST5–6: Integrate		
Subcomponent Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others		
ST5.5 Describes details associated with an experience such as materials, possible causes and effects	L. Speaking	18. Two-way communication 19. Speaking
ST5.6 Listens to others ideas and points of view	L. Speaking	18. Two-way communication 19. Speaking
ST5.7 Shares stories and related experiences with others unprompted	L. Speaking	18. Two-way communication 19. Speaking
ST5.8 Scribbles or draws to show and/or share ideas	L. Speaking	18. Two-way communication 19. Speaking
Subcomponent Apply: Child leverages and uses knowledge unprompted or in a new situation.		
ST6.3 Generalizes knowledge gained from one situation to another	C. Reflection CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different
ST6.4 Recognizes relevant attributes to inform the development of a rule	C. Reflection CC. Experimenting, predicting, and drawing conclusions	24. Exploring same and different
SOCIAL SYSTEMS: COGNITIVE		
Component 1–2: Community, People and Relationships		
Subcomponent SS1 Self-identity in the community: Understands the different ways people form their identity		
SS1.4 Begins to explore the physical characteristics that make an individual unique	G. Community	4. Distinguishing self and others

**Minnesota Early Learning Standards 2017 —
2–3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

SS1.5 Asks questions about similarities and differences in other people in the community	G. Community	4. Distinguishing self and others
Subcomponent SS2 Civics: Child understands what it means to be a member of a community		
SS2.5 Demonstrates an understanding of the expectations in a familiar environment	G. Community	11. Group participation
Components SS3–4: Change over Time		
Subcomponent SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events		
S3.3 Begins to use language about time	FF. Knowledge of self and others HH. History	4. Distinguishing self and others 32. Anticipating events
S3.4 Notices age and size differences between self and others	FF. Knowledge of self and others HH. History	4. Distinguishing self and others 32. Anticipating events
S3.5 Notices change in a daily routine	FF. Knowledge of self and others HH. History	4. Distinguishing self and others 32. Anticipating events
Subcomponent SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions		
Components SS5–6: Environment		
Subcomponent SS5 Conservation: Understands that some environmental resources are limited		

**Minnesota Early Learning Standards 2017 —
2–3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

SS5.3 With modeling and support begins to explore conservation concepts such as reducing, reusing, and recycling	DD. Natural and physical world	N/A
Subcomponent SS6 Physical characteristics of community: Child can identify important physical features in their environment		
SS6.2 Explores physical environments where people live, work and play	DD. Natural and physical world	N/A
Components SS7: Economics		
Subcomponent SS7 Economic reasoning: Child begins to understand basic economic principles		
SS7.1 Participates in turn taking activities with support	N/A	N/A
SS7.2 Asks for needs to be met	N/A	N/A
SS7.3 Explores the exchange of goods	N/A	N/A
Components SS8: Technology		
Subcomponent SS8 Digital citizenship: The ability to choose and use some digital technology appropriately		
THE ARTS		
Components A1–2: Exploring the Arts		
Subcomponent A1: Child shows an interest in learning about different artistic experiences		
A1.3 Investigates different art experiences	X. Art	37. Exploring art materials
Subcomponent A2: Child can distinguish differences within each area of artistic expression		

**Minnesota Early Learning Standards 2017 —
2–3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

A2.3 Chooses an artistic expression of their choice	X. Art	37. Exploring art materials
Components A3–4: Using the Arts to Express Ideas and Emotions		
Subcomponent A3: Child demonstrates interest and emotions in artistic expression		
A3.3 Chooses to spend time in artistic expression with available materials (paint, crayons, dramatic play, music etc.) and shares ideas	D. Emotions X. Art	37. Exploring art materials
Subcomponent A4: Child understands patterns in artistic media		
A4.3 Begins to duplicate artistic patterns	X. Art	37. Exploring art materials
Component A5: Self-Expression in the Arts		
Subcomponent A5: Child uses art for self-expression		
A5.3 Shares feelings and ideas through the arts	D. Emotions X. Art	8. Emotions 37. Exploring art materials

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

APPROACHES TO LEARNING		
Component AL1–2: Initiative and Curiosity		
Subcomponent AL1 Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things		
AL1.7 Investigates and experiments with materials with enthusiasm	A. Initiative and planning	1. Initiative 5. Use of resources
AL1.8 Tries different ways of combining materials	A. Initiative and planning	1. Initiative 5. Use of resources
AL 1.9 Asks questions	A. Initiative and planning	1. Initiative 5. Use of resources
Subcomponent AL2 Wonderment: Child expresses interest in novelty		
AL2.4 Verbally expresses interest when encountering novel objects or events	A. Initiative and planning	3. Engagement
Component AL3–6: Attentiveness, Engagement and Persistence		
Subcomponent AL3 Attending: Child focuses visual and auditory attention on relevant aspects of the environment		
AL3.4 Returns to an activity after an interruption	N/A	3. Engagement
AL3.5 Engages in play with peers for extended period of time	F. Building relationships with other children	3. Engagement
AL3.6 Attends in a large group for short periods	G. Community	3. Engagement
Subcomponent AL 4 Self-direction: Child makes choices based upon own interests		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

AL4.4 Engages in self-initiated activities for sustained periods of time	A. Initiative and planning	2. Planning
Subcomponent AL5 Diligence: Child is focused and productive		
AL5.4 Works at a task despite distractions	N/A	3. Engagement
Subcomponent AL6 Resilience: Child responds to challenge by adapting		
AL6.4 Copes with change, persists and moves ahead	B. Problem solving with materials D. Emotions	4. Problem solving 8. Sense of competence
AL6.5 Approaches new tasks with confidence	B. Problem solving with materials D. Emotions	4. Problem solving 8. Sense of competence
Component AL7–9: Creativity		
Subcomponent AL7 Immersion: Child becomes absorbed in the process of exploration		
AL7.4 Repeatedly becomes engrossed in activities of own choosing.	A. Initiative and planning	3. Engagement
AL7.5 Rarely shows boredom when engaged in preferred activities	A. Initiative and planning	3. Engagement
Subcomponent AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play		
AL8.7 Tries out various pretend roles	AA. Pretend play	43. Pretend play
AL8.8 Experiments with new ways to combine materials when playing	AA. Pretend play	43. Pretend play
Subcomponent AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

AL9.5 Engages in inventive social play	AA. Pretend play	4. Problem solving 43. Pretend play
AL9.6 Engages in inventive play with materials	AA. Pretend play	4. Problem solving 43. Pretend play
AL9.7 Tries out different ways to accomplish a task	B. Problem solving with materials	4. Problem solving 43. Pretend play
Component AL10–13: Processing and Utilizing Information		
Subcomponent AL10 Working Memory: Child stores and retrieves information in order to use it purposefully		
AL10.6 Recalls and follows multi step directions of increasing complexity	N/A	57. History
AL10.7 Recites complete songs or rhymes	N. Phonological awareness	57. History
Subcomponent AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections		
AL11.5 Begins to intentionally plan how to use materials to express an idea (may have a story in mind when pretending)	AA. Pretend play	29. Writing 43. Pretend play
AL11.6 Notices written words represent objects, people or events and begins to use in play	AA. Pretend play	29. Writing 43. Pretend play
Subcomponent AL12 Cognitive Flexibility/Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing		
AL12.6 Predicts and hypothesizes what will happen next	CC. Experimenting, predicting, and drawing conclusions	48. Predicting

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

AL12.7 Forms theories about why things happen	CC. Experimenting, predicting, and drawing conclusions	48. Predicting
Subcomponent AL13 Problem Solving: Child seeks and finds solutions to problems		
AL13.4 Makes guesses about how a problem might be solved and with support is willing to follow through to a solution	B. Problem solving with materials	4. Problem solving 47. Experimenting 48. Predicting
LANGUAGE, LITERACY AND COMMUNICATIONS: COGNITIVE		
Component LLC 1–2: Listening and Understanding; Receptive Language		
Subcomponent L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)		
L1.11 Responds to direct questions and follows simple directions	M. Listening and comprehension	21. Comprehension
L1.12 Points to or places objects before, after, above, and below based on verbal cues	M. Listening and comprehension	21. Comprehension
Component LLC 3–4: Communicating and Speaking; Expressive Language		
Subcomponent L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas		
L2.10 Continues conversations with comments or questions	L. Speaking	22. Speaking
Subcomponent L3 Vocabulary and syntax: Child understands word order and grammatical rules		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

L3.10 Uses short sentences to shares information about experiences, people, places, and things	L. Speaking	22. Speaking
L3.11 Uses increasingly precise adverbs such as quietly, loudly	L. Speaking	22. Speaking
L3.12 Uses more new and precise words	L. Speaking	22. Speaking
L3.13 Correctly uses some past tense and irregular verbs (go, went, gone)	L. Speaking	22. Speaking
Component LLC 5–13: Emergent Reading		
Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts		
L4.10 Shows persistence with longer and more complex narratives and informational text	Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
L4.11 Offers a personal response to stories read aloud	Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
Subcomponent L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language		
L5.10 Shows interest in and associates sounds with words	N. Phonological awareness	24. Phonological awareness
L5.11 Playfully explores sounds, words, and language, including rhyme and alliteration	N. Phonological awareness	24. Phonological awareness
Subcomponent L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters		
L6.5 Points to and names some letters (especially in their own name)	O. Alphabetic knowledge	25. Alphabetic knowledge

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

Subcomponent L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print		
L7.7 Looks at books or shares them from front to back	Q. Book enjoyment and knowledge	27. Concepts about print 28. Book knowledge
Subcomponent L8 Comprehension of narrative text: Child understands the events and order of events in a story		
L8.10 Retells important information from a story	M. Listening and comprehension	21. Comprehension
L8.11 Tells simple stories and experiences about own life	M. Listening and comprehension	21. Comprehension
L8.12 Responds to and uses vocabulary related to key concepts in the text	M. Listening and comprehension	21. Comprehension
Component LLC 14: Writing		
Subcomponent L9 Writing conventions: Child understands the forms and function of written language		
L9.8 Uses letter-like symbols to make letters or words	R. Writing	29. Writing
L9.9 Uses drawing to represent writing	R. Writing	29. Writing
MATHEMATICS		
Component M1–6: Number Knowledge		
Subcomponent M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity		
M1.8 Shows interest in counting or number-oriented play, and notices numbers in the environment during free play	S. Number and counting	31. Number words and symbols 32. Counting

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

M1.9 Orders a few objects by size with assistance	S. Number and counting	31. Number words and symbols 32. Counting
M1.10 Recites number words in the correct sequence up to 10	S. Number and counting	31. Number words and symbols 32. Counting
M1.11 Recognizes when others make errors in the number word sequence	S. Number and counting	31. Number words and symbols 32. Counting
M1.12 Points to objects while reciting number word sequence	S. Number and counting	31. Number words and symbols 32. Counting
M1.13 Begins to write number-like forms	S. Number and counting	31. Number words and symbols 32. Counting
Subcomponent M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”		
M2.2 Correctly uses 1:1 correspondence up to 4 items	S. Number and counting	32. Counting
Subcomponent M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set		
M3.4 Gives exactly 4 consistently when asked	S. Number and counting	32. Counting
Subcomponent M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

M4.2 Uses terms like first; most; last; before, to refer to ordinal position	W. Data analysis	31. Number words and symbols
Subcomponent M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have		
M5.6 Uses terms like more/less; bigger/smaller; a little bit/a lot; to refer to approximate quantities	BB. Observing and classifying	36. Measuring
Subcomponent M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes		
M6.2 States the number that comes next or before up to 5	S. Number and counting	32. Counting
M6.3 Understands that a quantity changes (increases or decreases) when a set of objects is added to/subtracted from (respectively)	S. Number and counting	32. Counting
Subcomponent M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)		
M7.7 Shows understanding of measurement terms (longer/shorter, taller/shorter, fullest, farthest, closest)	U. Measurement	36. Measuring
M7.8 Uses terms like more/less; a little bit; a lot; to refer to continuous properties like water, sand, height	U. Measurement	36. Measuring
Subcomponent M8 The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

M8.5 Recognizes repeating patterns	V. Patterns	38. Patterns
M8.6 Copies existing pattern with same materials	V. Patterns	38. Patterns
M8.7 Extends a simple pattern with the same materials	V. Patterns	38. Patterns
Subcomponent M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2 dimensional (2D) and 3 dimensional (3D) shapes and manipulate shapes with purpose		
M9.3 Points to familiar 2D and 3D shapes (circle, spheres, squares, cubes, triangles) when asked, thereby showing recognition of shape names	T. Geometry: Shapes and spatial awareness	34. Shapes
M9.4 Recognizes geometric shapes in the environment	T. Geometry: Shapes and spatial awareness	34. Shapes
Subcomponent M10 Transformations and symmetry: The child can locate and manipulate shapes in space		
M10.7 Rotates, flips, or turns an object to fit once they realize object doesn't fit a defined space	T. Geometry: Shapes and spatial awareness	34. Shapes
Subcomponent M11 Location, spatial awareness and landmark use: The child recognizes where a person or object is in relation to other people of objects		
M11.4 Uses terms like near/far; under; below; front; middle; end	T. Geometry: Shapes and spatial awareness	35. Spatial awareness 56. Geography
M11.5 Uses a simple map of a visible area to locate placement	T. Geometry: Shapes and spatial awareness	35. Spatial awareness 56. Geography
Subcomponent M12 Sorting: The child recognizes that objects can be sorted by attributes		
M12.5 Sorts objects based on an observable attribute	BB. Observing and classifying	46. Classifying

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3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

M12.6 Demonstrates understanding that attributes are measurable	BB. Observing and classifying	46. Classifying
Subcomponent M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics		
M13.1 Participates in simple data collection discussed by an adult or other child	BB. Observing and classifying	46. Classifying
M13.2 Collects information by one or more attribute	BB. Observing and classifying	46. Classifying
Subcomponent M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.		
M14.1 Identifies patterns, differences, or similarities of information collected	W. Data analysis	39. Data analysis
M14.2 Uses language to describe those patterns, differences or similarities of data	W. Data analysis	39. Data analysis
PHYSICAL AND MOVEMENT DEVELOPMENT		
Component P1–4: Gross Motor		
Subcomponent P1 Early infancy reflexive movements: Child moves involuntarily: not purposefully initiating movement		
Subcomponent P2 Early infancy movement In and out of position: Child moves voluntarily and purposefully		
Subcomponent P3 Locomotion: Childs moves their body through space from one place to another		
P3.14 Crawls under and around 3 or more objects in an obstacle course	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
P3.15 Walks along a wide (12" >) slightly raised straight pathway with assistance	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

P3.16 Walks up and down a few stairs with adult support or holding handrail using alternating feet (step up on stair one foot, then use other foot to go to the next stair)	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
P3.17 Climbs on play equipment	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
P3.18 Hops on one foot a few times	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
P3.19 Jumps off slightly elevated height with two feet	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
P3.20 Jumps with two feet over and out of spaces or objects on floor (“river” w/ rope, tape, markers or hula hoops)	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
Component P4: Gross Motor continued		
Subcomponent P4 Object control: Child can manipulate objects to propel or receive		
P4.7 Kicks a medium-sized ball	I. Gross-motor skills	16. Gross-motor skills
P4.8 Throws a large playground ball using two hands	I. Gross-motor skills	16. Gross-motor skills
P4.9 Catches a large or medium ball by cradling in arms toward body	I. Gross-motor skills	16. Gross-motor skills
P4.10 Peddles a tricycle or riding toys	I. Gross-motor skills	16. Gross-motor skills
Component P5: Fine Motor		
Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

P5.12 Grasps a simple puzzle piece and can place a few pieces in the puzzle	J. Fine-motor skills	17. Fine-motor skills
P5.13 Draws freely on paper	J. Fine-motor skills	17. Fine-motor skills
P5.14 Strings large beads	J. Fine-motor skills	17. Fine-motor skills
Component P6: Fine Motor		
Subcomponent P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene		
P6.11 Assists with putting shoes on and taking them off	K. Personal care and healthy behavior	19. Personal care
P6.12 Assists with putting boots on and taking off	K. Personal care and healthy behavior	19. Personal care
P6.13 Puts on coat and takes coat off with assistance	K. Personal care and healthy behavior	19. Personal care
SCIENTIFIC THINKING		
Components ST1–2: Discover		
Subcomponent Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment		
ST1.5 Notices differences or similarities among materials, objects and phenomena	BB. Observing and classifying	45. Observing
ST1.6 Uses experiences to stimulate questions	BB. Observing and classifying	45. Observing
Subcomponent Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings		
ST2.7 Seeks to gain additional knowledge in areas of interests	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

ST2.8 Explores with the intention of finding out something specific	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting
ST2.9 Uses many tools as designed	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting
Component ST3–4: Act		
Subcomponent Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.		
ST3.11 Makes a simple plan in advance to see what will happen	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting
ST3.12 Uses a greater variety of strategies to carry out ideas	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting
ST3.13 Attempts to make a prediction of an expected outcome	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting
Subcomponent Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions		
ST4.7 Describes all parts of an outcome by comparing, sorting, classifying and/or organizing	CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 49. Drawing conclusions
ST4.8 Open to more than one solution or answer to a problem	CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 49. Drawing conclusions
ST4.9 Begins to rely on or expect evidence, things seen or experienced directly, as reasons for results obtained	CC. Experimenting, predicting, and drawing conclusions	4. Problem solving 49. Drawing conclusions

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

Understanding Component ST5–6: Integrate		
Subcomponent Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others		
ST5.9 Verbally expresses ideas/thought process	L. Speaking	22. Speaking 50. Communicating ideas
ST5.10 Seeks input from others regarding an experience	L. Speaking	22. Speaking 50. Communicating ideas
ST5.11 Verbalizes possible explanations for an outcome	L. Speaking	22. Speaking 50. Communicating ideas
ST5.12 Uses drawing, writing, models, or other creative expressions to present ideas	L. Speaking	22. Speaking 50. Communicating ideas
Subcomponent Apply: Child leverages and uses knowledge unprompted or in a new situation.		
ST6.5 Recalls and uses information in new/ different experiences	C. Reflection CC. Experimenting, predicting, and drawing conclusions	6. Reflection
ST6.6 Generates new and more complex questions	C. Reflection CC. Experimenting, predicting, and drawing conclusions	6. Reflection
ST6.7 Uses prior experience to identify details that may be relevant	C. Reflection CC. Experimenting, predicting, and drawing conclusions	6. Reflection
SOCIAL SYSTEMS: COGNITIVE		
Component 1–2: Community, People and Relationships		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

Subcomponent SS1 Self-identity in the community: Understands the different ways people form their identity		
SS1.6 Describes their role(s) within the family and familiar environment	G. Community FF. Knowledge of self and others	53. Diversity 54. Community roles
SS1.7 Identifies similarities and differences in people	G. Community FF. Knowledge of self and others	53. Diversity 54. Community roles
Subcomponent SS2 Civics: Child understands what it means to be a member of a community		
SS2.6 Describes different roles of people in the community	G. Community	54. Community roles
SS2.7 With modeling and support, follows classroom rules and routines	G. Community	54. Community roles
Components SS3–4: Change over Time		
Subcomponent SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events		
S3.6 Uses language to recall events in time (“yesterday,” “today”, tomorrow,” “when I was a baby,” “last time,” etc.)	HH. History	57. History
S3.7 Begins to see self-placed in time between older and younger family members and friends	HH. History	57. History
S3.8 Demonstrates an understanding of chronological order concepts in reference to a specific event	HH. History	57. History
S3.9 Talks about recent family or friend events and their impact on self	HH. History	57. History
Subcomponent SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

SS4.2 Demonstrates curiosity about family and culture	FF. Knowledge of self and others	53. Diversity
SS4.3 Shares stories about family, culture and traditions	FF. Knowledge of self and others	53. Diversity
Components SS5–6: Environment		
Subcomponent SS5 Conservation: Understands that some environmental resources are limited		
SS5.4 Begins to practice responsible consumption and conservation of natural and physical resources	DD. Natural and physical world	54. Community roles 58. Ecology
Subcomponent SS6 Physical characteristics of community: Child can identify important physical features in their environment		
SS6.3 Identifies and describes significant objects and places in familiar environments	DD. Natural and physical world	51. Natural and physical world 58. Ecology
Components SS7: Economics		
Subcomponent SS7 Economic reasoning: Child begins to understand basic economic principles		
SS7.4 Participates in turn taking with increasing independence	N/A	13. Cooperative play 54. Community roles
SS7.5 Describes basic needs for living things	DD. Natural and physical world	13. Cooperative play 54. Community roles
SS7.6 Begins to understand the use of trade or money to obtain goods and services	N/A	13. Cooperative play 54. Community roles
Components SS8: Technology		
Subcomponent SS8 Digital citizenship: The ability to choose and use some appropriately		

**Minnesota Early Learning Standards 2017 —
3–4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

SS8.1 With support, explores all tools, including digital tools, to enhance learning	EE. Tools and technology	52. Tools and technology
THE ARTS		
Components A1–2: Exploring the Arts		
Subcomponent A1: Child shows an interest in learning about different artistic experiences		
A1.4 Select their own art experience during play	X. Art	1. Initiative 40. Art
Subcomponent A2: Child can distinguish differences within each area of artistic expression		
A2.4 Uses art-related vocabulary when discussing different media (stage, easel, brush, etc.)	X. Art	40. Art
Components A3–4: Using the Arts to Express Ideas and Emotions		
Subcomponent A3: Child demonstrates interest and emotions in artistic expression		
A3.4 Demonstrates their preference by combining artistic elements (color, sound, media, etc.)	D. Emotions X. Art	40. Art
Subcomponent A4: Child understands patterns in artistic media		
A4.4 Extends their artistic patterns with sounds, music, motions, gestures and materials	X. Art	40. Art 41. Music 42. Movement
Component A5: Self-Expression in the Arts		

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4–5 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

Subcomponent A5: Child uses art for self-expression		
A5.4 Describes own feelings through artistic expression	D. Emotions X. Art	8. Sense of competence 40. Art
APPROACHES TO LEARNING		
Component AL1–2: Initiative and Curiosity		
Subcomponent AL1 Inquisitiveness: Child explores the environment and seeks interaction with people and objects; willingly tries new things		
AL1.10 Scans environment and notices new objects, materials and activities right away; asks about them	A. Initiative and planning	1. Initiative
AL1.11 Eager to investigate new things and have new experiences	A. Initiative and planning	1. Initiative
Subcomponent AL2 Wonderment: Child expresses interest in novelty		
AL2.5 Independently seeks out new experiences, objects, or materials for own enjoyment	A. Initiative and planning	3. Engagement
Component AL3–6: Attentiveness, Engagement and Persistence		
Subcomponent AL3 Attending: Child focuses visual and auditory attention on relevant aspects of the environment		
AL3.7 Attends in large group activities led by teacher for sustained periods	N/A	13. Cooperative play
AL3.8 Participates in large group activities and discussions	G. Community	13. Cooperative play
AL3.9 Listens to others	G. Community	13. Cooperative play
Subcomponent AL 4 Self-direction: Child makes choices based upon own interests		

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AL4.5 Creates a plan to achieve a goal and follows through to completion	A. Initiative and planning	2. Planning
Subcomponent AL5 Diligence: Child is focused and productive		
AL5.6 Conscientiously attempts to complete assigned tasks	N/A	3. Engagement
Subcomponent AL6 Resilience: Child responds to challenge by adapting		
AL6.6 Maintains a positive outlook in spite of challenges	B. Problem solving with materials D. Emotions	4. Problem solving 8. Sense of competence
AL6.7 Demonstrates ability to adjust to changes	B. Problem solving with materials D. Emotions	4. Problem solving 8. Sense of competence
Component AL7–9: Creativity		
Subcomponent AL7 Immersion: Child becomes absorbed in the process of exploration		
AL7.6 When interested in a topic seeks opportunities to learn more and satisfy own curiosity	A. Initiative and planning	1. Initiative 3. Engagement
Subcomponent AL8 Playfulness: Child demonstrates a sense of humor and imagination in their play		
AL8.9 Approaches tasks with imagination and inventiveness	AA. Pretend play	43. Pretend play
Subcomponent AL9 Production: Child expresses ideas, thoughts and opinions and creates products that are unexpected, original and relevant		
AL9.8 Becomes absorbed in the process of creating	N/A	2. Planning 3. Problem solving

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AL9.9 Purposefully works to create unique products of own choosing	A. Initiative and problem solving	2. Planning 3. Problem solving
Component AL10–13: Processing and Utilizing Information		
Subcomponent AL10 Working Memory: Child stores and retrieves information in order to use it purposefully		
AL10.8 Independently carries out all of the steps in daily routines such as putting toys away, preparing for lunch, etc.	G. Community	11. Community
AL10.9 Participates in discussions about familiar topics and contributes relevant information	G. Community	11. Community
Subcomponent AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections		
AL11.7 Plans and creates elaborate play plots, stories, block structures and art projects	AA. Pretend play	29. Writing 43. Pretend play
AL11.8 Begins to use print as a tool to express thoughts, ideas and to intentionally communicate	AA. Pretend play	29. Writing 43. Pretend play
Subcomponent AL12 Cognitive Flexibility/Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing		
AL12.8 Draws conclusions and can explain their thinking	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions
AL12.9 Considers another point of view and will change opinion or idea when faced with new information	C. Reflection CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions

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AL12.10 Collaborates with others to investigate a situation or problem	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions
Subcomponent AL13 Problem Solving: Child seeks and finds solutions to problems		
AL13.5 Independently attempts to solve problems	B. Problem solving with materials	4. Problem solving 47. Experimenting 48. Predicting
AL13.6 Explains the possible solution and the outcome	B. Problem solving with materials	4. Problem solving 47. Experimenting 48. Predicting
AL13.7 Evaluates the outcome of attempted solutions and makes revisions if necessary	B. Problem solving with materials	4. Problem solving 47. Experimenting 48. Predicting
LANGUAGE, LITERACY AND COMMUNICATIONS: COGNITIVE		
Component LLC 1–2: Listening and Understanding; Receptive Language		
Subcomponent L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)		
L1.13 Follows directions that involve two or more steps	M. Listening and comprehension	21. Comprehension
L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	M. Listening and comprehension	21. Comprehension
Component LLC 3–4: Communicating and Speaking; Expressive Language		

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**Key Development
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Subcomponent L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas		
L2.11 Negotiates, shares, plans, and solves	L. Speaking	22. Speaking
L2.12 Asks and answers questions to seek help or get information	L. Speaking	22. Speaking
Subcomponent L3 Vocabulary and syntax: Child understands word order and grammatical rules		
L3.14 Uses sentences that express logical relationships between concepts	L. Speaking	22. Speaking
L3.15 Uses increasingly specific words to name objects and their features and functions	L. Speaking	22. Speaking
L3.16 Shares information about experiences, people, places, and things in sequence	L. Speaking	22. Speaking
Component LLC 5-13: Emergent Reading		
Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts		
L4.12 Actively participates in reading activities with enjoyment and purpose	Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
L4.13 Retells familiar stories using the book as a guide	Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
Subcomponent L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language		
L5.12 Identifies and continues sound patterns in words	N. Phonological awareness	24. Phonological awareness

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Indicators (KDIs) —
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L5.13 Plays with the sounds in spoken language, independent of meaning	N. Phonological awareness	24. Phonological awareness
Subcomponent L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters		
L6.6 Recognizes how features of a letter combine to make a specific letter	O. Alphabetic knowledge	25. Alphabetic knowledge
L6.7 Differentiates between letters and other symbols	O. Alphabetic knowledge	25. Alphabetic knowledge
Subcomponent L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print		
L7.8 Recognizes some parts of a book and conventions of print	Q. Book enjoyment and knowledge	27. Concepts about print 28. Book knowledge
L7.9 Knows that English print is left to right and top to bottom	Q. Book enjoyment and knowledge	27. Concepts about print 28. Book knowledge
L7.10 Points to words and attempts to read, or asks, “what does it say?”	Q. Book enjoyment and knowledge	27. Concepts about print 28. Book knowledge
Subcomponent L8 Comprehension of narrative text: Child understands the events and order of events in a story		
L8.13 Predicts what will happen next in a story using words or drawings	M. Listening and comprehension	21. Comprehension
L8.14 Retells a story using a variety of media, materials, and props	M. Listening and comprehension	21. Comprehension
L8.15 Restates and describes the concepts from the text	M. Listening and comprehension	21. Comprehension
Component LLC 14: Writing		
Subcomponent L9 Writing conventions: Child understands the forms and function of written language		

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L9.10 Writes own name, and words about things that interest them	R. Writing	29. Writing
L9.11 Understands there are different purposes for writing, such as stories, lists, signs, etc.	R. Writing	29. Writing
L9.12 Uses invented spelling	R. Writing	29. Writing
L9.13 Uses words, pictures, letters, or letter-like symbols to communicate information and ideas, or compose original stories	R. Writing	29. Writing
MATHEMATICS		
Component M1–6: Number Knowledge		
Subcomponent M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity		
M1.14 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects	S. Number and counting	31. Number words and symbols 32. Counting
M1.15 Recites number words aloud, backward, down from at least 10 without objects	S. Number and counting	31. Number words and symbols 32. Counting
M1.16 Is able to name the next number word for numbers up to 9	S. Number and counting	31. Number words and symbols 32. Counting
M1.17 Reads and writes numerals from 0 to 10, with some reversals possible	S. Number and counting	31. Number words and symbols 32. Counting
Subcomponent M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”		

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M2.3 Demonstrates and uses 1:1 correspondence with sets larger than four	S. Number and counting	32. Counting
Subcomponent M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set		
M3.5 Gives 5 or more items correctly and consistently when asked	S. Number and counting	32. Counting
Subcomponent M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence		
M4.3 Recognizes that a number can be used to represent a position in a sequence	S. Number and counting	31. Number words and symbols
Subcomponent M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have		
M5.7 Verbally estimates quantities without counting, although inconsistently and allowing for mistakes	BB. Observing and classifying	36. Measuring
Subcomponent M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes		
M6.4 States the number that comes next or before up to 10	S. Number and counting	32. Counting
M6.5 Understands that the quantity of a set of (more than 4) objects has been changed	S. Number and counting	32. Counting
M6.6 Without recounting, can add one more to a set, even when the set isn't visible after counting	S. Number and counting	32. Counting

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M6.7 Demonstrates ability to combine and separate items within a small set without changing the total number in the set (up to 5)	S. Number and counting W. Data analysis	32. Counting 39. Data analysis
M6.8 Uses simple physical strategies to combine or separate sets	S. Number and counting W. Data analysis	32. Counting 39. Data analysis
Subcomponent M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)		
M7.9 Compares and orders more than two items in some way	U. Measurement	36. Measuring
M7.10 Uses comparison vocabulary (longer/shorter, taller/shorter, farthest/closest)	U. Measurement	36. Measuring
Subcomponent M8 The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity		
M8.8 Uses words or pictures to describe a simple pattern	V. Patterns	38. Patterns
M8.9 Applies a simple pattern rule to different materials or mode (sound, body, color, size, movement)	V. Patterns	38. Patterns
M8.10 Copies complex patterns with same materials	V. Patterns	38. Patterns
M8.11 Applies a complex pattern rule using different materials or mode (sound, body, color, size, movement)	V. Patterns	38. Patterns
Subcomponent M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2-dimensional (2D) and 3-dimensional (3D) shapes and manipulate shapes with purpose		
M9.5 Begins to describe the features (attributes) that define 2D and 3D shapes, including sides and corners	T. Geometry: Shapes and spatial awareness	34. Shapes

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Indicators (KDIs) —
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M9.7 Composes and decomposes shapes/ constructions with increasing complexity	T. Geometry: Shapes and spatial awareness	34. Shapes
Subcomponent M10 Transformations and symmetry: The child can locate and manipulate shapes in space		
M10.8 Puts together (composes) and takes apart (decomposes) shapes to create new shapes	T. Geometry: Shapes and spatial awareness	34. Shapes
M10.9 Recognizes and creates shapes that have symmetry	T. Geometry: Shapes and spatial awareness	34. Shapes
M10.10 Shows awareness that an object needs to be rotated, flipped, or turned before trying to fit the object into a hole or puzzle	T. Geometry: Shapes and spatial awareness	34. Shapes
Subcomponent M11 Location, spatial awareness and landmark use: The child recognizes where a person or object is in relation to other people or objects		
M11.6 Recognizes and describes position of objects in space with greater accuracy	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness 56. Geography
M11.7 Draws a simple map	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness 56. Geography
M11.8 Matches 2 dimensional (2D) map with surrounding 3 dimensional (3D) layout Include this: (involves transformation, scale, dimension, and orientation distance)	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness 56. Geography
Subcomponent M12 Sorting: The child recognizes that objects can be sorted by attributes		
M12.7 Describes the attribute used for sorting or comparing	BB. Observing and classifying	46. Classifying
M12.8 While sorting, can make a shift to change the attribute being used to sort and describe the new sorting attribute	BB. Observing and classifying	46. Classifying

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Subcomponent M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics		
M13.3 Participates as group member in the collection of data that is put on a chart or graph	BB. Observing and classifying	46. Classifying
M13.4 Sorts information by one or more attribute	BB. Observing and classifying	46. Classifying
M13.5 Independently collects data to put on a chart or graph	BB. Observing and classifying	46. Classifying
Subcomponent M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.		
M14.3 Uses language to compare data	W. Data analysis	39. Data analysis
M14.4 Uses data to answer questions and solve problems	W. Data analysis	39. Data analysis
M14.5 Discusses, compares and makes sense of collected data	W. Data analysis	39. Data analysis
PHYSICAL AND MOVEMENT DEVELOPMENT		
Component P1–4: Gross Motor		
Subcomponent P1 Early infancy-reflexive movements: Child moves involuntarily: not purposefully initiating movement		
Subcomponent P2 Early infancy- movement In and out of position: Child moves voluntarily and purposefully		
Subcomponent P3 Locomotion: Childs moves their body through space from one place to another		
P3.21 Walks on a wide (12<sup>>) slightly raised pathway	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
P3.22 Walks up and down stairs holding handrail	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness

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P3.23 Jumps off variable heights using a one-foot lead or with two feet	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
P3.24 Gallops freely or in a game (one foot and a step-hop, other foot and a step-hop)	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
P3.25 Moves many times through an obstacle course: over, under and around	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
Component P4: Gross Motor continued		
Subcomponent P4 Object control: Child can manipulate objects to propel or receive		
P4.11 Kicks playground ball or small soccer ball to a close wide target	I. Gross-motor skills	16. Gross-motor skills
P4.12 Throws a small ball with some accuracy to a target or person	I. Gross-motor skills	16. Gross-motor skills
P4.13 Catches a large or medium-sized ball using two hands	I. Gross-motor skills	16. Gross-motor skills
P4.14 Bounces and catches a playground ball a few times using two hands	I. Gross-motor skills	16. Gross-motor skills
P4.15 Attempts to pump legs to swing on swing	I. Gross-motor skills	16. Gross-motor skills
Component P5: Fine Motor		
Subcomponent P5 Dexterity: Child can coordinate and control movement of hands and fingers to grasp and manipulate objects		
P5.15 Grasps puzzle piece and can place 5–7 pieces in the puzzle	J. Fine-motor skills	17. Fine-motor skills
P5.16 Draws letters and/or part of name with some reversals	J. Fine-motor skills	17. Fine-motor skills

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Indicators (KDIs) —
Preschool**

P5.17 Draws stick people and some objects	J. Fine-motor skills	17. Fine-motor skills
Component P6: Fine Motor		
Subcomponent P6 Self Care: Child participates in daily care routines for feeding, dressing and personal hygiene		
P6.14 Dresses with near independence	K. Personal care and healthy behavior	19. Personal care
P6.15 Puts shoes on the correct feet. May need help with ties and fasteners	K. Personal care and healthy behavior	19. Personal care
P6.16 Puts boots on correct feet and takes boots off. May need help with ties and fasteners	K. Personal care and healthy behavior	19. Personal care
P6.17 Puts coat on and takes off	K. Personal care and healthy behavior	19. Personal care
P6.18 Uses the bathroom independently	K. Personal care and healthy behavior	19. Personal care
SCIENTIFIC THINKING		
Components ST1–2: Discover		
Subcomponent Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment		
ST1.7 Verbally identifies obvious differences and similarities	BB. Observing and classifying	45. Observing 46. Classifying
ST1.8 Expresses curiosity and/or formulates questions of complex concepts	BB. Observing and classifying	45. Observing 46. Classifying
Subcomponent Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings		

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ST2.10 Starts with a useful, general approach to investigation even if details may be lacking	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 49. Drawing conclusions
ST2.11 Uses discernment to inform exploration	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 49. Drawing conclusions
ST2.12 Uses tools in new and novel ways	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 49. Drawing conclusions
Component ST3–4: Act		
Subcomponent Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.		
ST3.14 Makes a plan in advance with an intended outcome	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting
ST3.15 Demonstrates awareness that different circumstances, materials and variables impact strategies and outcomes	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting
ST3.16 Makes a prediction when prompted	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting
ST3.17 Changes a plan or refines actions when outcome is not as expected	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting
Subcomponent Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions		

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ST4.10 Offers critique of an experience based on examination of outcomes	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
ST4.11 Sees outcomes as the result of one’s behavior or actions	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
ST4.12 Reflects upon evidence and draws reasonable conclusions using data gathered	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
Understanding Component ST5–6: Integrate		
Subcomponent Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others		
ST5.13 Retells/describes own actions in process of experimenting	L. Speaking	49. Drawing conclusions 50. Communicating ideas
ST5.14 Talks with others about questions, actions, ideas, observations or results	L. Speaking	49. Drawing conclusions 50. Communicating ideas
ST5.15 Articulates and shares aloud explanations based on reasoning and evidence	L. Speaking	49. Drawing conclusions 50. Communicating ideas
ST5.16 Uses more detailed drawing, writing, models, or creative expressions to present ideas	L. Speaking	49. Drawing conclusions 50. Communicating ideas
Subcomponent Apply: Child leverages and uses knowledge unprompted or in a new situation.		
ST6.8 Compares findings to predictions or expected results	N/A	46. Classifying 49. Drawing conclusions

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ST6.9 Identify what to look for, measure, or test to answer questions	CC. Experimenting, predicting, and drawing conclusions	46. Classifying 49. Drawing conclusions
ST6.10 Develops and applies rules	N/A	46. Classifying 49. Drawing conclusions
ST6.11 Determines approach to situation, problem or challenge based on previous experience	C. Reflection CC. Experimenting, predicting, and drawing conclusions	46. Classifying 49. Drawing conclusions
SOCIAL SYSTEMS: COGNITIVE		
Component 1–2: Community, People and Relationships		
Subcomponent SS1 Self-identity in the community: Understands the different ways people form their identity		
SS1.8 Identifies self as a part of the family, spiritual group, culture, community, and/or other group to which the family belongs.	G. Community	53. Diversity 54. Community roles
SS1.9 Demonstrates an understanding that families vary	G. Community	53. Diversity 54. Community roles
SS1.10 Identifies some family traditions and customs	G. Community	53. Diversity 54. Community roles
Subcomponent SS2 Civics: Child understands what it means to be a member of a community		
SS2.8 Practices the ways groups make choices and decisions with support	G. Community	55. Decision making
SS2.9 Demonstrates an understanding of rules and why they are important	G. Community	55. Decision making
SS2.10 Participates in a variety of roles in the early childhood environment	G. Community	55. Decision making

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Indicators (KDIs) —
Preschool**

SS2.11 Demonstrates awareness of familiar jobs and what's needed to perform them	G. Community	55. Decision making
Components SS3–4: Change over Time		
Subcomponent SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events		
S3.10 Uses language to recall and anticipate events in time with increasing understanding and accuracy	HH. History	57. History
S3.11 Compares self to older and younger family members and friends with specific examples	HH. History	57. History
S3.12 Describes a chronological order in a series of familiar events	HH. History	57. History
S3.13 Reflects on the impact of past, present and some future events on self and family	HH. History	57. History
Subcomponent SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions		
SS4.4 Asks more questions about families and culture to build deeper understanding	FF. Knowledge of self and others	53. Diversity
SS4.5 Compares own cultural traditions with others to understand similarities and differences	FF. Knowledge of self and others	53. Diversity
Components SS5–6: Environment		
Subcomponent SS5 Conservation: Understands that some environmental resources are limited		

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Preschool**

SS5.5 With support, participates in community conservation activities (playground clean up, etc.)	DD. Natural and physical world	54. Community roles 58. Ecology
Subcomponent SS6 Physical characteristics of community: Child can identify important physical features in their environment		
SS6.4 Begins to use geographical language to identify features of familiar environments (hills, rivers, etc.)	DD. Natural and physical world	51. Natural and physical world 58. Ecology
SS6.5 Uses tools to represent immediate environment	DD. Natural and physical world	51. Natural and physical world 58. Ecology
Components SS7: Economics		
Subcomponent SS7 Economic reasoning: Child begins to understand basic economic principles		
SS7.7 Negotiates and shares with other children during play	F. Building relationships with adults	13. Cooperative play 54. Community roles
SS7.8 Begins to label individual needs and wants with support	L. Speaking	13. Cooperative play 54. Community roles
SS7.9 Identifies goods and services that could meet a specific need or want	N/A	13. Cooperative play 54. Community roles
Components SS8: Technology		
Subcomponent SS8 Digital citizenship: The ability to choose and use some digital technology appropriately		
SS8.2 Knows when, how and why to use a variety of tools to for learning, including digital technology	EE. Tools and technology	52. Tools and technology
SS8.3 With support, engages in responsible use of all tools including digital technology	EE. Tools and technology	52. Tools and technology

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Indicators (KDIs) —
Preschool**

THE ARTS		
Components A1–2: Exploring the Arts		
Subcomponent A1: Child shows an interest in learning about different artistic experiences		
A1.5 Integrates a variety of art experiences during play	X. Art	40. Art
Subcomponent A2: Child can distinguish differences within each area of artistic expression		
A2.5 Discuss differences among artistic expression	X. Art	44. Appreciating the arts
Components A3–4: Using the Arts to Express Ideas and Emotions		
Subcomponent A3: Child demonstrates interest and emotions in artistic expression		
A3.5 Elects to spend time in artistic expression with purpose and analyzes their work	D. Emotions X. Art	40. Art
Subcomponent A4: Child understands patterns in artistic media		
A4.5 Creates their own artistic patterns	X. Art	40. Art 41. Music 42. Movement
Component A5: Self-Expression in the Arts		
Subcomponent A5: Child uses art for self-expression		
A5.5 Intentionally uses art for self-expression	D. Emotions X. Art	8. Sense of competence 40. Art

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Kindergarten**

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**Key Development
Indicators (KDIs) —
Preschool**

LANGUAGE, LITERACY AND COMMUNICATIONS: COGNITIVE		
Component LLC 1-2: Listening and Understanding; Receptive Language		
Subcomponent L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)		
K 0.8.1.1.d Follows basic oral direction	M. Listening and comprehension	21. Comprehension
K 0.8.1.1.a Follows agreed upon rules for discussions	M. Listening and comprehension	14. Moral development
Component LLC 3–4: Communicating and Speaking; Expressive Language		
Subcomponent L2 Social conversation: Child meaningfully engages in talk with others to express feelings, wants and ideas		
K 0.8.1.1.b Continue a conversation through multiple exchanges	L. Speaking	22. Speaking
K 0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	L. Speaking	5. Use of resources
Subcomponent L3 Vocabulary and syntax: Child understands word order and grammatical rules		
K 0.8.4.4 Describes familiar people places, things, and events and, with prompting and support, provide additional detail	L. Speaking	22. Speaking 23. Vocabulary
K 0.10.4.4 Identifies new meanings for familiar words and apply them accurately	L. Speaking	23. Vocabulary

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**Key Development
Indicators (KDIs) —
Preschool**

K 0.8.6.6 Speaks audibly and express thoughts, feelings, and ideas clearly, and responds to poems, rhymes and songs	L. Speaking	22. Speaking
Component LLC 5-13: Emergent Reading		
Subcomponent L4 Motivation, engagement: Child has an interest in and sustained attention for literacy acts		
K 0.1.10.10 Actively participates in group reading activities with purpose and understanding including the appropriate selection of text for personal enjoyment, interest and academic tasks	Q. Book enjoyment and knowledge	26. Reading 28. Book knowledge
Subcomponent L5 Phonological awareness: Child is able to hear and understand the discrete sounds that make up language		
K 0.3.0.0 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	N. Phonological awareness	21. Comprehension
Subcomponent L6 Letter recognition: Child recognizes the shapes of letters and recalls the names of letters		
K 0.3.1.1.(d) Recognize and name all upper and lower case letters of the alphabet	O. Alphabetic knowledge	25. Alphabetic knowledge
Subcomponent L7 Concepts of print: Child understands the fundamentals of print, such as orientation, organization, and features of print		
K 0.3.1.1 (a–d) Demonstrates understanding of the organization and basic features of print	Q. Book enjoyment and knowledge	27. Concepts about print
Subcomponent L8 Comprehension of narrative text: Child understands the events and order of events in a story		
K 0.1.3.3 With prompting and support, identify characters, settings and major events in a story	M. Listening and comprehension	21. Comprehension 28. Book knowledge

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K (0.1.2.2 0.2.1.1, 0.2.2.2, 0.2.3.3) With prompting and support, retell familiar stories, including key details	M. Listening and comprehension	21. Comprehension
K 0.1.1.1 With prompting and support ask and answer questions about key details in a text	M. Listening and comprehension	21. Comprehension
Component LLC 14: Writing		
Subcomponent L9 Writing conventions: Child understands the forms and function of written language		
K 0.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	R. Writing	21. Comprehension 26. Reading
MATHEMATICS		
Component M1–6: Number Knowledge		
Subcomponent M1 Rote counting: The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity		
K.1.1.3 Count, with and without objects, forward and backward to at least 20	S. Number and counting	31. Number words and symbols 32. Counting
K.1.1.2 Read, write, and represent whole numbers from 0 to at least 31	S. Number and counting	31. Number words and symbols 32. Counting
Subcomponent M2 Meaningful Counting: The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify “how many”		

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Subcomponent M3 Cardinality: The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set		
K.1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10	S. Number and counting	32. Counting 33. Part-whole relationship
K.1.2.2 Compose and decompose numbers up to 10 with objects and pictures	S. Number and counting	32. Counting 33. Part-whole relationship
Subcomponent M4 Ordinality: The child matches symbols (digits or numerals) to a position in a sequence		
K1.1.1 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	S. Number and counting	31. Number words and symbols 32. Counting
Subcomponent M5 Comparing numbers and quantities: The child uses organizing strategies to know how many objects they have		
Subcomponent M6 Relation and operations: The child can create a set or subset based on a rule, can combine or separate sets, and recognize the amount of items in a set does not change when the set arrangement changes		
K.1.1.4 Find a number that is 1 more or 1 less than a given number.	S. Number and counting	32. Counting
K1.1.1 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.	S. Number and counting W. Data analysis	32. Counting

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K1.2.2 Compose and decompose numbers up to 10 with objects and pictures.	S. Number and counting	32. Counting
K.1.2.1 Use objects and draw pictures to find the sums and differences of numbers between 0 and 10	S. Number and counting	32. Counting
Subcomponent M7 Measurement: Child recognizes and makes comparisons of measurable attributes (length, height, width, area, volume, physical distance, time duration.)		
K.3.2.1 Use words to compare objects according to length, size, weight and position.	U. Measurement	36. Measuring
K.3.2.2 Order 2 or 3 objects using measurable attributes, such as length and weight.	U. Measurement	36. Measuring
Subcomponent M8 The child can identify create and describe sequences in objects, colors or numbers with sequences that increase, decrease or grow in complexity		
K.2.1.1 Identify, create, complete, and extend simple patterns using shape, color, size, growing or shrinking such as ABB, ABB, ABB or number, sounds and movements	V. Patterns	38. Patterns
Subcomponent M9 Knowledge and visualization of shapes: The child recognizes shapes, can describe 2-dimensional (2D) and 3-dimensional (3D) shapes and manipulate shapes with purpose		
K.3.1.1 Recognize basic two- and three-dimensional shapes such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders, and spheres	T. Geometry: Shapes and spatial awareness	34. Shapes
Subcomponent M10 Transformations and symmetry: The child can locate and manipulate shapes in space		
K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real world	T. Geometry: Shapes and spatial awareness	34. Shapes

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Subcomponent M11 Location, spatial awareness and landmark use: The child recognizes where a person or object is in relation to other people or objects		
K.3.1.3 Use basic shapes and spatial reasoning to model objects in the real world	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
Subcomponent M12 Sorting: The child recognizes that objects can be sorted by attributes		
K.3.1.2 Sort objects using characteristics such as shape, size, color and thickness	BB. Observing and classifying	46. Classifying
Subcomponent M13 Collects, classifies, and organizes information: The child collects, classifies and organizes data based on distinguishing characteristics		
Subcomponent M14 Describes data: The child can describe data by using data sets to solve problems or asking questions.		
SCIENTIFIC THINKING		
Components ST1–2: Discover		
Subcomponent Observe and question: Child demonstrates awareness and engagement with phenomena, materials, and environment		
K1.1.2.1 Use observation to develop an accurate description of natural phenomena and compare one’s observational and descriptive with those of others	BB. Observing and classifying	45. Observing 46. Classifying 50. Communicating ideas
K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system .1.1.1d those of others	BB. Observing and classifying	45. Observing 46. Classifying 50. Communicating ideas

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Subcomponent Investigate: Child actively shows wonder by demonstrating curiosity of self, others and surroundings		
K1.1.2.1 Use observation to develop an accurate description of natural phenomena and compare one’s observational and descriptive with those of others	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 49. Drawing conclusions 50. Communicating ideas
K4.1.1.1 Observed compare plants and animal	A. Initiative and planning BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 49. Drawing conclusions 50. Communicating ideas
Component ST3–4: Act		
Subcomponent Experiment: Child develops and completes a process based on a question, interest or anticipated outcome, adjusting as needed.		
K4.2.1.1 Observe a natural system or its model and identify living and nonliving components of the system	CC. Experimenting, predicting, and drawing conclusions	51. Natural and physical world
Subcomponent Evaluate: Child analyzes, examines, critiques, and synthesizes outcomes in order to draw conclusions		
K1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one’s observations and descriptions with others	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
K3.2.2.2 Identify the sun as a source of heat and light	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world
K3.2.2.1 Monitor daily and seasonal changes in weather and summarize changes	CC. Experimenting, predicting, and drawing conclusions	49. Drawing conclusions 50. Communicating ideas 51. Natural and physical world

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Understanding Component ST5–6: Integrate		
Subcomponent Communicate: Child effectively verbalizes thinking and share thoughts, ideas, conclusions with self and others		
K1.1.2.1 Use observations to develop accurate descriptions of a natural phenomena and compare one’s observations and descriptions with others	L. Speaking	46. Classifying 51. Natural and physical world
K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system	L. Speaking	46. Classifying 51. Natural and physical world
Subcomponent Apply: Child leverages and uses knowledge unprompted or in a new situation		
K1.2.1.1 Sort objects into two groups: those that are found in nature and those that are human made	BB. Observing and classifying W. Data analysis	39. Data analysis
K2.1.1.1 Sort objects in terms of color, size, shape and texture and communicate reasoning for the sorting system	BB. Observing and classifying W. Data analysis	39. Data analysis
SOCIAL SYSTEMS: COGNITIVE		
Component 1–2: Community, People and Relationships		
Subcomponent SS1 Self-identity in the community: Understands the different ways people form their identity		
Subcomponent SS2 Civics: Child understands what it means to be a member of a community		
K2.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values	G. Community	55. Decision making
K1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules	G. Community	55. Decision making

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Components SS3–4: Change over Time		
Subcomponent SS3 Personal history: Child explores the concepts of past, present and future in relation to personally significant events		
K1.4.7.1 Identify examples of rules in the school community and explain why they exist; describe incentives for following rules and consequences for breaking rules	HH. History	57. History
Subcomponent SS4 Family narratives and traditions: Child has an awareness and appreciation of family and cultural stories and traditions		
K4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds	FF. Knowledge of self and others	53. Diversity
Components SS5–6: Environment		
Subcomponent SS5 Conservation: Understands that some environmental resources are limited		
K1.1.1.1 Demonstrate civic skills in a classroom that reflect an understanding of civic values	N/A	58. Ecology
Subcomponent SS6 Physical characteristics of community: Child can identify important physical features in their environment		
K3.1.1.1 Describe spatial information depicted in simple drawings and pictures	DD. Natural and physical world	N/A
Components SS7: Economics		
Subcomponent SS7 Economic reasoning: Child begins to understand basic economic principles		

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K1.1.1.1 Demonstrates civic skills in a classroom that reflect an understanding of civic values	N/A	54. Community roles
K2.1.1.1 Distinguishes between individual needs (conditions necessary to survive) and individual wants (conditions necessary to be happy)	N/A	54. Community roles
K2.1.1.2 Identify goods or services that could satisfy a specific need or want	N/A	54. Community roles
Components SS8: Technology		
Subcomponent SS8 Digital citizenship: The ability to choose and use some digital technology appropriately		
THE ARTS		
Components A1–2: Exploring the Arts		
Subcomponent A1: Child shows an interest in learning about different artistic experiences		
Subcomponent A2: Child can distinguish differences within each area of artistic expression		
K1.1.1.1–K1.1.5.1 Identify the elements of dance, media arts, music, theater, visual arts	X. Art	44. Appreciating the arts
K1.2.5.1 Identify the tools, materials and techniques from a variety of two- and three- dimensional media such as drawing, printmaking, ceramics or sculpture	X. Art	44. Appreciating the arts
Components A3–4: Using the Arts to Express Ideas and Emotions		

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Subcomponent A3: Child demonstrates interest and emotions in artistic expression		
K2.1.2.2 Revise creative work based on feedback of others	D. Emotions X. Art	40. Art 44. Appreciating the arts
Subcomponent A4: Child understands patterns in artistic media		
K1.1.3.1 Identify the elements of music including melody, rhythm, dynamics, tone color, texture, form and their related forms (and other standards in the strand Artistic Foundations)	X. Art	41. Music
Component A5: Self-Expression in the Arts		
Subcomponent A5: Child uses art for self-expression		
A5.5 Share and describe a personal media work	D. Emotions X. Art	40. Art