

Missouri Early Learning Goals

Birth to Kindergarten Entry

I. Approaches to Learning

The Approaches to Learning includes children’s interest in learning and applies to all domains of growth and development.

Content Component	Developmental Goals	Indicators
Approaches to Learning	1. Shows curiosity	(infant/toddler) a. Expresses interest in people b. Shows interest in learning new things
		(preschool) a. Expresses interest in people b. Shows interest in learning new things c. Asks questions
	2. Takes initiative	(infant/toddler) a. Initiates interactions with others
		(preschool) b. Initiates interactions with others c. Makes decisions independently d. Develops independence during activities, routines and play
	3. Exhibits creativity and inventiveness	(infant/toddler) a. Tries new ways of doing things
		(preschool) a. Tries new ways of doing thing. b. Uses imagination to generate a variety of ideas c. Exhibits a sense of humor

	4. Shows confidence	(infant/toddler)
		a. Expresses his or her own ideas and opinions b. Views self as competent and has a positive self-image
	5. Displays persistence	(preschool)
		a. Expresses his or her own ideas and opinions b. Views self as competent and has a positive self-image
	5. Displays persistence	(infant/toddler)
		a. Sustains attention to a task or activity appropriate for his or her age b. Pursues challenges
5. Displays persistence	(preschool)	
	a. Sustains attention to a task or activity appropriate for his or her age. b. Pursues challenges. c. Copes with frustration.	
6. Uses problem-solving skills	(infant/toddler)	
	a. Tries to solve problems	
6. Uses problem-solving skills	(preschool)	
	a. Recognizes problems b. Tries to solve problems c. Works with others to solve problems	

II. Social and Emotional Development

The Content Components, Developmental Goals and Indicators apply to all children birth to kindergarten entry unless otherwise noted.

Content Components	Developmental Goals	Indicators
A. Knowledge of Self	1. Exhibits self-awareness and self-confidence	(infant/toddler) a. Differentiates self from others b. Responds to others and to the environment
		(preschool) a. Differentiates self from others b. Responds to others and to the environment c. Shows independence, autonomy and confidence
	2. Manages feelings and behavior	(infant/toddler) a. Is able to be calmed or self-calms b. Participates in care and learning routines c. Expresses feelings and emotions
		(preschool) a. Is able to be calmed or self-calms b. Participates in care and learning routines c. Expresses feelings and emotions. d. Observes limits and complies with rules e. Respects others
B. Knowledge of Others	1. Builds relationships	(infant/toddler) a. Develops secure attachment relationships with caregivers b. Develops relationships with others
		(preschool) a. Develops secure attachment relationships with caregivers b. Develops relationships with others c. Develops empathy and respect for others d. Works and plays cooperatively with children and adults

III. Physical Development, Health and Safety

The Content Components, Developmental Goals and Indicators apply to all children birth to kindergarten entry unless otherwise noted.

Content Components	Developmental Goals	Indicators
A. Physical Development	1. Uses Gross Motor Skills with Purpose and Collaboration	(infant/toddler) a. Controls body movements b. Uses large muscle movement to manipulate objects c. Moves from one point to another
		(preschool) a. Controls body movements b. Uses large muscle movement to manipulate objects c. Moves from one point to another
	2. Uses Fine Motor Skills with Purpose and Control	(infant/toddler) a. Uses fingers and hands to accomplish fine motor tasks b. Uses tools in a functional manner c. Exhibits coordination of facial muscles
		(preschool) a. Uses fingers and hands to accomplish fine motor tasks b. Uses tools in a functional manner c. Exhibits coordination of facial muscles
	3. Responds to Sensory Input to Function in the Environment	(infant/toddler) a. Exhibits sensory awareness b. Exhibits body awareness
		(preschool) a. Exhibits sensory awareness b. Exhibits body awareness c. Exhibits spatial awareness d. Exhibits temporal awareness

B. Health and Self-Care	1. Practices healthy behaviors	(infant/toddler) a. Participates in healthy care routines with adults
		(preschool) a. Participates in healthy care routines; engages adult or appropriately cares for self b. Makes healthy food choices c. Participates in physical exercise daily
C. Safety	1. Practices safe behaviors	(infant/toddler) a. Engages an adult for help
		(preschool) a. Knows how and when to engage an adult for help b. Knows and follows safety rules c. Recognizes personal danger

IV. Language and Literacy

The Content Components, Developmental Goals and Indicators apply to all children birth to kindergarten entry unless otherwise noted.

Content Components	Developmental Goals	Indicators
Communication and Language		
A. Symbolic Development	1. Represents feelings and ideas in a variety of ways	(infant/toddler) a. Represents feelings and ideas through pretend play b. Represents feelings and ideas through movement c. Represents feelings and ideas through music
		(preschool) a. Represents feelings and ideas through pretend play b. Represents feelings and ideas through movement c. Represents feelings and ideas through music d. Represents feelings and ideas through art and construction
B. Listening and Understanding (Receptive Language)	1. Listens for different purposes	(infant/toddler) a. Listens to others b. Listens to sounds in the environment
		(preschool) a. Listens to others b. Listens to sounds in the environment c. Understands more complex sentences d. Follows simple directions e. Listens responsively to books and stories f. Responds to questions g. Listens to and engages in conversations and communication with others

C. Speaking (Expressive Language)	1. Uses language to communicate	(infant/toddler) a. Uses the body to communicate b. Communicates, verbally, or with gestures in home language
		(preschool) a. Uses the body to communicate b. Communicates, verbally, or with gestures in home language c. Initiates and responds appropriately in conversation and discussions with adults and children
	2. Develops and expands vocabulary	(infant/toddler) a. Learns new words b. Communicates, verbally, or with signs, in home language
		(preschool) a. Learns new words b. Communicates, verbally, or with signs, in home language c. Communicates in home language and is understood by others d. Uses language to pretend or create e. Uses complete sentences of varying length
Literacy		
D. Reading	1. Applies early reading skills	(infant/toddler) a. Shows interest in books
		(preschool) a. Shows an interest in reading and books b. Exhibits book-handling skills c. Pretends to read easy or predictable books or tries to read along during his/her favorite part of story d. Comprehends and responds to text e. Develops a sense of story
	2. Uses concepts of print	(preschool) a. Reads environmental print and symbols b. Identifies some alphabet letters c. Recognizes that print represents spoken words

	<p>3. Attends to sounds in language (phonological awareness)</p>	<p>(infant/toddler)</p> <ul style="list-style-type: none"> a. Shows interest in sounds of language and those in the environment b. Notices patterns
		<p>(preschool)</p> <ul style="list-style-type: none"> a. Repeats rhymes, simple songs, poems and finger plays b. Participates in word games c. Discriminates some sounds in words
<p>E. Writing</p>	<p>1. Uses writing as a means of expression/communication</p>	<p>(toddler)</p> <ul style="list-style-type: none"> a. Experiments with writing tools and materials
		<p>(preschool)</p> <ul style="list-style-type: none"> a. Experiments with writing tools and materials b. Uses scribbles, shapes, pictures, letter-like forms and letters to write c. Tells others about marks and intended meaning of drawing or writing d. Uses a variety of resources to facilitate writing e. Converts speech to writing

V. Mathematics

The Content Components, Developmental Goals and Indicators apply to all children birth to kindergarten entry unless otherwise noted.

Content Components	Developmental Goals	Indicators
A. Counting and Cardinality	1. Uses number to show quantity	(infant/toddler) a. Shows interest in counting and quantity b. Participates in experiences that involve counting (preschool) a. Shows interest in counting and quantity b. Participates in experiences that involve counting c. Develops an increasing ability to rote count in sequence d. Counts objects with understanding
	2. Uses language to represent number of objects	(preschool) a. Uses language to compare number (e.g., more/less, greater/fewer, equal to)
	3. Solves problems using number	(preschool) a. Names how many there are in a group (up to five objects) b. Uses one-to-one correspondence when counting objects c. Uses one-to-one correspondence to compare the size of a group of objects
	4. Uses numerical representations	(preschool) a. Writes some numerals b. Matches numeral with quantity
B. Operations and Algebraic Thinking	1. Uses language to represent number of objects	(preschool) a. Combines and names how many b. Separates and names how many
	2. Uses numerical representations	(preschool) a. Uses drawings to represent number

C. Number and Operations in Base Ten	1. Uses language to represent number of objects	(preschool) a. Combines and names how many b. Separates and names how many
D. Measurement and Data	1. Makes comparisons	(preschool) a. Compares objects using measurable features b. Describes measurement c. Orders three or more objects according to length or size differences
	2. Uses measurement	(preschool) a. Explores ways to measure b. Measures using objects
	3. Collects, organizes and displays information (Charting and Graphing)	(preschool) a. Asks questions to gather information b. Sorts and classifies objects into groups c. Explains how the grouping was done
E. Geometry	1. Investigates positions and locations	(toddler) a. Takes objects apart and puts them together b. Uses actions and words to indicate position and location
		(preschool) c. Takes objects apart and puts them together d. Uses actions and words to indicate position and location e. Uses actions and words to indicate movement and orientation
	2. Explores shapes in the environment	(preschool) a. Investigates and talks about the characteristics of shapes b. Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials c. Identifies and names some shapes d. Indicates if shapes are alike or different using one or more characteristics

VI. Science

The Content Components, Developmental Goals and Indicators apply to all children birth to kindergarten entry unless otherwise noted.

Content Components	Developmental Goals	Indicators
A. Physical Science (Forces and Interactions)	1. Explores physical properties of objects and materials	(toddler) a. Shows interest in the physical world b. Uses one or more senses to observe the physical world c. Experiments with simple tools
		(preschool) a. Shows interest in the physical world b. Uses one or more senses to observe the physical world c. Experiments with simple tools
	2. Investigates properties of objects and materials.	(preschool) a. Asks questions about objects and materials b. Experiments with objects and materials to gather information and observe reactions c. Shows knowledge of physical properties of objects
	3. Solves problems involving physical properties of objects and materials	(preschool) a. Identifies problems involving physical properties of objects and materials b. Experiments with objects to produce desired effects c. Makes predictions based on experiences with objects and materials
	4. Represents observations of the physical world in a variety of ways	(preschool) a. Represents observations through pretend play b. Represents observations through music and movement c. Represents observations through art and construction d. Talks about the physical world
B. Life Science	1. Explores characteristics of living things	(toddler) a. Shows interest in plant and animal changes

(Interdependent Relationships in Ecosystems)		b. Uses one or more senses to observe the natural world (preschool)
		a. Shows interest in plant and animal changes b. Uses one or more senses to observe the natural world
	2. Investigates characteristics of living things	(preschool) a. Asks questions about the natural world b. Collects information to learn about living things c. Shows knowledge of the characteristics of living things
	3. Solves problems related to living things	(preschool) a. Identifies problems involving living things b. Recognizes that living things have needs c. Makes predictions based on experiences with living things
	4. Represents observations about living things in a variety of ways	(preschool) a. Represents observations through pretend play b. Represents observations through music and movement c. Represents observations through art and construction d. Talks about plants and animals
C. Earth (Weather and Climate)	1. Explores properties of earth and sky	(toddler) a. Shows interest in earth and sky b. Uses one or more senses to observe earth and sky c. Uses simple tools to explore earth and sky
		(preschool) a. Shows interest in earth and sky b. Uses one or more senses to observe earth and sky c. Uses simple tools to explore earth and sky
	2. Investigates properties of earth and sky	(preschool) a. Asks questions about earth and sky b. Conducts experiments to gain knowledge of earth and sky c. Shows knowledge of changes in earth and sky
	3. Solves problems involving earth and sky	(preschool) a. Identifies problems involving earth and sky b. Makes predictions based on experiences with earth and sky

	4. Represents observations about earth and sky in a variety of ways	(preschool) a. Represents observations through pretend play b. Represents observations through music and movement c. Represents observations through art and construction d. Talks about earth and sky
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VII. Understanding the World

The Content Components, Developmental Goals and Indicators apply to all children birth to kindergarten entry unless otherwise noted.

Content Components	Developmental Goals	Indicators
<i>The beginnings of understand Family, People and Communities lie in early attachment and other relationships. See Social and Emotional Development and Language and Literacy.</i>		
A. Family	1. Explores family	(toddler) a. Recognizes and is interested in family
		(preschool) a. Recognizes and is interested in family, including some extended family members
B. People and Communities	1. Shows interest in people and the community	(toddler) a. Recognizes and is interested in other supportive people
	2. Explores people and the community	(preschool) a. Recognizes and is interested in other supportive people b. Is interested in community, culture and cultural groups
C. Technology	1. Investigates mechanical devices	(toddler) a. Investigates and manipulates mechanical devices b. Successfully operates mechanical devices and uses them to advance learning

		<p>(preschool)</p> <ul style="list-style-type: none"> a. Investigates and manipulates mechanical devices b. Successfully operates mechanical devices and uses them to advance learning
	3. Investigates electronic devices	<p>(toddler)</p> <ul style="list-style-type: none"> a. Investigates and manipulates electronic devices b. Successfully operates electronic devices and uses them to advance learning
		<p>(preschool)</p> <ul style="list-style-type: none"> a. Investigates and manipulates electronic devices b. Successfully operates electronic devices and uses them to advance learning

VIII. Expressive Arts

The Content Components, Developmental Goals and Indicators apply to all children birth to kindergarten entry unless otherwise noted.

Content Components	Developmental Goals	Indicators
A. Music and Movement	1. Shows interest in music and movement	(infant/toddler) a. Shows visual interest and engagement in surroundings
		(preschool) a. Shows visual interest and engagement in surroundings.
	2. Explores music and movement	(infant/toddler) a. Explores and experiments with a range of media through sensory exploration and using whole body b. Uses the body to create sounds, move to music and express oneself
		(preschool) a. Explores and experiments with a range of media through sensory exploration and using whole body b. Uses the body to create sounds, move to music and express oneself c. Uses music and movement to express concepts, ideas or feelings d. Uses creative art to express thoughts, feelings, experiences, or knowledge
B. Visual Arts	1. Shows interest in visual arts	(toddler) a. Shows visual interest and engagement in surroundings
		(preschool) a. Shows visual interest and engagement in surroundings b. Shows an interest in mark making or creative art
	2. Explores visual arts	(toddler) a. Explores and experiments with a range of media through sensory

		<p>exploration and using whole body</p> <p>b. Shows an interest in mark making or creative art</p>
		<p>(preschool)</p> <p>a. Explores and experiments with a range of media through sensory exploration and using whole body</p> <p>b. Uses a range of materials and media to draw and create pictures or three-dimensional objects</p> <p>c. Uses creative art to express thoughts, feelings, experiences, or knowledge</p>
C. Drama	1. Shows interest in dramatic arts	<p>(toddler)</p> <p>a. Shows visual interest and engagement in surroundings</p>
		<p>(preschool)</p> <p>a. Shows visual interest and engagement in surroundings</p>
	2. Explores dramatic arts	<p>(toddler)</p> <p>a. Explores and experiments with a range of media through sensory exploration and using whole body</p> <p>b. Expresses self through physical action and sound</p> <p>c. Begins to use representation to communicate</p> <p>d. Begins to make-believe by pretending</p>
		<p>(preschool)</p> <p>a. Expresses self through physical action and sound</p> <p>b. Begins to use representation to communicate</p> <p>c. Begins to make-believe by pretending</p> <p>d. Uses dialogue, actions and objects to tell a story or express thoughts and feelings about one's self or character</p> <p>e. Uses creativity and imagination to manipulate materials and assume roles in dramatic play or other creative situations</p>