

ECIP's

Each activity in the infant, toddler and preschool lesson plan is broken into an ECIP's Domain. You will see the list of domains for Infant - 3 and Ages 3 - 5 before the infant lesson plan.

Each activity is broken down into domain - component and indicator.

For ease, I have included a typed out version of each domain – component and indicator, but click on the link on the following page to bring up the full file that will break it down more for you. If you have the opportunity to take an ECIP's class, you will learn what these are and see why I have broken each activity down for you. This is to better understand the ECIP's and to give you a better understanding when making a condensed lesson plan to up-load to <http://www.developtoolmn.org/> for MN providers going through Parent Aware.

Each lesson plan done using ECIPs will benefit any child care provider or center using 1 – 2 – 3 Learn Curriculum in their program.

Jean

1 - 2 - 3 Learn Curriculum

To get an online copy of the ECIP's, please click on the links below.

[Early Childhood Indicators of Progress: Birth - 3](#)

[Early Childhood Indicators of Progress: 3 - 5](#)

Early Childhood Indicators of Progress (ECIPs) Birth - Three

Domain 1: Social and Emotional Development

Component: Trust and Emotional Security

Indicators:

- Engages in behaviors that build relationships with familiar adults
- Shows preference for familiar adults
- Responds to unfamiliar adults cautiously
- Seeks ways to find comfort in new situations
- Shows Emotional connection and attachment

Component: Self-Awareness

Indicators:

- Expresses feelings and emotions through facial expression, sounds or gestures
- Develops awareness of self as separate from others
- Shows confidence in increasing abilities

Component: Relationships with Other Children

Indicators:

- Shows interest in and awareness of other children
- Responds to and interacts with other children
- Begins to recognize and respond to other children's feelings and emotions
- Begins to show concern for others
- Learns social skills, and eventually words, for expressing feelings, needs and wants
- Uses imitation or pretend play to learn new roles and relationships

Component: Self-Regulation

Indicators:

- Begins to manage own behavior and show self-regulation
- Shows ability to cope with stress
- Shows increasing independence
- Understands simple routines, rules or limitations

Early Childhood Indicators of Progress (ECIPs) Birth - Three

Domain 2: Language Development and Communication

Component: Listening and Understanding

Indicators:

- Shows interest in listening to sounds
- Listens with interest to language of others
- Responds to verbal communication of others
- Responds to nonverbal communication of others
- Begins to understand gesture, words, questions or routines

Component: Communicating and Speaking

Indicators:

- Uses sounds, gestures, or actions to express needs and wants
- Uses consistent sounds, gestures or words to communicate
- Imitates sounds, gestures or words
- Uses sounds, signs or words for a variety of purposes
- Shows reciprocity in using language in simple conversations

Component: Emergent Literacy

Indicators:

- Shows interest in songs, rhymes and stories
- Shows interest in photos, pictures and drawings
- Demonstrates interest and involvement with books and other print materials
- Begins to recognize and understand symbols

Early Childhood Indicators of Progress (ECIPs) Birth - Three

Domain 3: Cognitive Development

Component: Exploration and Discovery

Indicators:

- Pays attention to people and objects
- Uses senses to explore people, objects and the environment
- Attends to colors, shapes, patterns or pictures
- Shows interest and curiosity in new people and objects
- Make things happen and watches for results or repeats actions

Component: Problem Solving

Indicators:

- Experiments with different uses for objects
- Shows imagination and creativity in solving problems
- Uses a variety of strategies to solve problems
- Applies knowledge to new situations

Component: Memory

Indicators:

- Shows ability to acquire and process new information
- Recognizes familiar people, places and things
- Recalls and uses information in new situations
- Searches for missing or hidden objects

Component: Imitation and Symbolic Play

Indicators:

- Observes and imitates sounds, gestures or behavior
- Uses objects in new ways or in pretend play
- Uses imitation or pretend play to express creativity and imagination

Early Childhood Indicators of Progress (ECIPs) Birth - Three

Domain 4: Physical and Motor Development

Component: Gross Motor Development

Indicators:

- Moves body, arms and legs with coordination
- Demonstrates large muscle balance, stability, control and coordination
- Develops increasing ability to change positions and move body from place to place
- Moves body with purpose to achieve a goal

Component: Fine Motor Development

Indicators:

- Uses hands or feet to make contact with objects or people
- Develops small muscle control and coordination
- Coordinates eye and hand movements
- Uses different actions on objects
- Controls small muscles in hands when doing simple tasks

Component: Physical Health and Well-Being

Indicators:

- Shows characteristics of healthy development
- Responds when physical needs are met
- Expresses physical needs nonverbally or verbally
- Participates in physical care routines
- Begins to develop self-help skills
- Begins to understand safe and unsafe behaviors

ECIPs

3 - 5

Early Childhood Indicators of Progress (ECIPs) 3 - 5

Domain 1: Social and Emotional Development

Component: Emotional Development

Indicators:

1. Demonstrate increasing competency in recognizing and describing own emotions
2. Demonstrate increasing use of words instead of actions to express emotions
3. Begin to understand and respond to others' emotions
4. Begin to show self-regulation to handle emotions appropriately
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)
6. Respond to praise, limits and corrections

Component: Self-Concept

Indicators:

1. Begin to experiment with own potential and show confidence in own abilities
2. Demonstrate increasing self-direction and independence
3. Develop an awareness of self as having certain abilities, characteristics, and preferences
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

Component: Social Competence and Relationships

Indicators:

1. Interact easily with one or more children
2. Interact easily with familiar adults
3. Approach others with expectations of positive interactions
4. Begin to participate successfully as a member of a group
5. Use play to explore, practice, and understand social roles and relationships
6. Begin to understand others' rights and privileges
7. Sustain interaction by cooperating, helping sharing, and expressing interest
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
9. Use words and other constructive strategies to resolve conflicts

Early Childhood Indicators of Progress (ECIPs) 3 - 5

Domain 2: Approaches to Learning

Component: Curiosity

Indicators:

1. Show eagerness and a sense of wonder as a learner
2. Show interest in discovering and learning new things

Component: Risk-Taking

Indicators:

1. Choose new as well as a variety of familiar activities
2. Use a variety of strategies to solve problems

Component: Imagination and Invention

Indicators:

1. Approach tasks and experiences with flexibility, imagination, and inventiveness
2. Use new ways or novel strategies to solve problems or explore objects
3. Try out various pretend roles in play or with make-believe objects

Component: Persistence

Indicators:

1. Work at a task despite distractions or interruptions
2. Seek and/or accept help or information when needed
3. Demonstrate ability to complete a task or stay engaged in an experience

Component: Reflection and Interpretation

Indicators:

1. Think about events and experiences and apply this knowledge to new situations
2. Generate ideas, suggestions, and/or make predictions

Early Childhood Indicators of Progress (ECIPs) 3 - 5

Domain 3: Language and Literacy Development

Component: Listening

Indicators:

1. Understand non-verbal and verbal cues
2. Listen with understanding to stories, directions, and conversations
3. Follow directions that involve a two or three-step sequence of actions
4. Listen to and recognize different sounds in rhymes and familiar words

Component: Speaking

Indicators:

1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words
2. Communicate information using home language and/or English
3. Speak clearly enough to be understood in home language and/or English
4. Use language for a variety of purposes
5. Use increasingly complex and varied vocabulary and language
6. Initiate, ask questions, and respond in conversation with others

Component: Emergent Reading

Indicators:

1. Initiate stories and respond to stories told or read aloud
2. Represent stories told or read aloud through various media or during play
3. Guess what will happen next in a story using pictures as a guide
4. Retell information from a story
5. Show beginning understanding of concepts about print
6. Recognize and name some letters of the alphabet, especially those in own name
7. Begin to associate sounds with words or letters

Component: Emergent Writing

Indicators:

1. Understand that writing is a way of communicating
2. Uses scribbles, shapes, pictures, or dictation to represent thoughts or ideas
3. Engage in writing using letter-like symbols to make letters or words
4. Begin to copy or write own name

Early Childhood Indicators of Progress (ECIPs) 3 - 5

Domain 4: Creativity and the Arts

Component: Creating

Indicators:

1. Use a variety of media and materials for exploration and creative expressions
2. Participate in art and music experiences
3. Participate in creative movement, drama, and dance

Component: Responding

Indicators:

1. Show others and/or talk about what they have made or done
2. Show interest and respect for the creative work of self and others

Component: Evaluating

Indicators:

1. Share experiences, ideas, and thoughts about art and creative expression
2. Share opinions about likes and dis-likes in art and creative expression

Early Childhood Indicators of Progress (ECIPs) 3 - 5

Domain 5: Cognitive Development

Component: **Mathematical and Logical Thinking**

Number Concepts and Operations

Indicators:

1. Demonstrate increasing interest in and awareness of numbers and counting
2. Demonstrate understanding of one-to-one correspondence between objects and number
3. Demonstrate ability to count in sequence
4. Demonstrate ability to state the number that comes next up to 9 or 10
5. Demonstrate beginning ability to combine and separate numbers of objects

Patterns and Relationships

6. Recognize and duplicate simple patterns
7. Sort objects into subgroups by one or two characteristics
8. Order or sequence several objects on the basis of one characteristic

Spatial Relationships/Geometry

9. Identify and name common shapes
10. Use words that show understanding of order and position of objects

Measurement

11. Recognize objects can be measured by height, length, weight, and time
12. Make comparisons between at least two groups of objects

Mathematical Reasoning

13. Use simple strategies to solve mathematical problems

Scientific Thinking and Problem-Solving

Observing

1. Use senses to explore materials and the environment
2. Identify and/or describe objects by physical characteristics

Questioning

3. Express wonder about the natural world
4. Ask questions and seek answers through active exploration
5. Make predictions about objects and natural events

Investigating

6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment
7. Make comparisons between objects that have been collected or observed

Social Systems Understanding

Human Relationships

1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds
2. Understand various family roles, jobs, rules, and relationships
3. Participate in activities to help others in the community

Understanding the World

4. Recognize and describe the roles of workers in the community
5. Share responsibility in taking care of their environment
6. Begin to recall recent and past events
7. Identify characteristics of the places where they live and play within their community
8. Begin to understand the uses of media and technology and how they affect their lives

Early Childhood Indicators of Progress (ECIPs) 3 - 5

Domain 6: Physical and Motor Development

Component: **Gross Motor Development**

Indicators:

1. Develop large muscle control and coordination
2. Develop body strength, balance, flexibility, and stamina
3. Use a variety of equipment for physical development
4. Develop ability to move their body in space with coordination

Component: **Fine Motor Development**

Indicators:

1. Develop small muscle control and coordination
2. Use eye-hand coordination to perform a variety of tasks
3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboard)

Component: **Physical Health and Well-Being**

Indicators:

1. Participate in a variety of physical activities to enhance personal health and physical fitness
2. Follow basic health and safety rules
3. Recognize and eat a variety of nutritious foods
4. Demonstrate increasing independence with basic self-care

** These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*