



# Curriculum Alignment with

## Missouri Early Learning Standards

Grade: **Ages Birth to 12 months** - Adopted: **2013**

<b>STRAND: BIG IDEA / STANDARD</b>	<b>MO.I.</b>	<b>Approaches to Learning</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>I.A.</b>	<b>Approaches to Learning</b>
<b>GLE / COMPONENT</b>	<b>I.A.1.</b>	<b>Shows curiosity</b>
<b>INDICATOR / PROFICIENCY</b>	<b>I.A.1.a.</b>	<p>Expresses interest in people</p> <p><u>Progress Monitoring Skills</u>  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:</p>

<b>INDICATOR / PROFICIENCY</b>	<b>I.A.1.b.</b>	<p>Shows interest in learning new things</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>
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<b>STRAND: BIG IDEA / STANDARD</b>	<b>MO.I.</b>	<b>Approaches to Learning</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>I.A.</b>	<b>Approaches to Learning</b>
<b>GLE / COMPONENT</b>	<b>I.A.2.</b>	<b>Takes initiative</b>
<b>INDICATOR / PROFICIENCY</b>	<b>I.A.2.a.</b>	<p>Initiates interactions with others</p> <p><u>Progress Monitoring Skills</u>  Infants: 11- Demonstrates a cooperative and flexible approach to play:  Infants: 16- Develops relationships with peers:</p>

<b>STRAND: BIG IDEA / STANDARD</b>	<b>MO.I.</b>	<b>Approaches to Learning</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>I.A.</b>	<b>Approaches to Learning</b>
<b>GLE / COMPONENT</b>	<b>I.A.3.</b>	<b>Exhibits creativity and inventiveness</b>
<b>INDICATOR / PROFICIENCY</b>	<b>I.A.3.a.</b>	<p>Tries new ways of doing things</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:  Infants: 47- Demonstrates problem-solving skills:</p>

<b>STRAND: BIG IDEA / STANDARD</b>	<b>MO.I.</b>	<b>Approaches to Learning</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>I.A.</b>	<b>Approaches to Learning</b>
<b>GLE / COMPONENT</b>	<b>I.A.4.</b>	<b>Shows confidence</b>
<b>INDICATOR / PROFICIENCY</b>	<b>I.A.4.b.</b>	<p>Views self as competent and has a positive self-image</p> <p><u>Progress Monitoring Skills</u>  Infants: 07- Demonstrates initiative and self-direction:  Infants: 08- Demonstrates interest and curiosity:  Infants: 09- Demonstrates self-control:</p>

STRAND: BIG IDEA / STANDARD	MO.I.	Approaches to Learning
CONCEPT: GLE / BENCHMARK	I.A.	Approaches to Learning
GLE / COMPONENT	I.A.5.	Displays persistence
INDICATOR / PROFICIENCY	I.A.5.a.	Sustains attention to a task or activity appropriate for his or her age  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:

INDICATOR / PROFICIENCY	I.A.5.b.	Pursues challenges  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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STRAND: BIG IDEA / STANDARD	MO.I.	Approaches to Learning
CONCEPT: GLE / BENCHMARK	I.A.	Approaches to Learning
GLE / COMPONENT	I.A.6.	Uses problem-solving skills
INDICATOR / PROFICIENCY	I.A.6.a.	Tries to solve problems  <u>Progress Monitoring Skills</u> Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control: Infants: 47- Demonstrates problem-solving skills:

STRAND: BIG IDEA / STANDARD	MO.II.	Social and Emotional Development
CONCEPT: GLE / BENCHMARK	II.A.	Knowledge of Self
GLE / COMPONENT	II.A.1.	Exhibits self-awareness and self-confidence
INDICATOR / PROFICIENCY	II.A.1.a.	Differentiates self from others  <u>Progress Monitoring Skills</u> Infants: 12- Develops self-awareness: Infants: 15- Develops relationships with adults: Infants: 16- Develops relationships with peers: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity:

INDICATOR / PROFICIENCY	II.A.1.b.	Responds to others and to the environment  <u>Progress Monitoring Skills</u> Infants: 16- Develops relationships with peers: Infants: 35- Demonstrates an awareness of and the need to protect his/her environment:
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STRAND: BIG IDEA / STANDARD	MO.II.	Social and Emotional Development
CONCEPT: GLE / BENCHMARK	II.A.	Knowledge of Self
GLE / COMPONENT	II.A.2.	Manages feelings and behavior

INDICATOR / PROFICIENCY	II.A.2.a.	Is able to be calmed or self-calms  <u>Progress Monitoring Skills</u> Infants: 14- Demonstrates self-control:
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INDICATOR / PROFICIENCY	II.A.2.b.	Participates in care and learning routines  <u>Progress Monitoring Skills</u> Infants: 01-Practices healthy and safe habits: Infants: 07- Demonstrates initiative and self-direction: Infants: 08- Demonstrates interest and curiosity: Infants: 09- Demonstrates self-control:
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INDICATOR / PROFICIENCY	II.A.2.c.	Expresses feelings and emotions  <u>Progress Monitoring Skills</u> Infants: 13- Engages in self-expression: Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 19- Uses nonverbal communication for a variety of purposes:
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STRAND: BIG IDEA / STANDARD	MO.II.	Social and Emotional Development
CONCEPT: GLE / BENCHMARK	II.B.	Knowledge of Others
GLE / COMPONENT	II.B.1.	Builds relationships
INDICATOR / PROFICIENCY	II.B.1.a.	Develops secure attachment relationships with caregivers  <u>Progress Monitoring Skills</u> Infants: 15- Develops relationships with adults:

INDICATOR / PROFICIENCY	II.B.1.b.	Develops relationships with others  <u>Progress Monitoring Skills</u> Infants: 11- Demonstrates a cooperative and flexible approach to play: Infants: 16- Develops relationships with peers:
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STRAND: BIG IDEA / STANDARD	MO.III.	Physical Development, Health and Safety
CONCEPT: GLE / BENCHMARK	III.A.	Physical Development
GLE / COMPONENT	III.A.1.	Uses Gross Motor Skills with Purpose and Collaboration
INDICATOR / PROFICIENCY	III.A.1.a.	Controls body movements  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:

INDICATOR / PROFICIENCY	III.A.1.b.	Uses large muscle movement to manipulate objects  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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INDICATOR / PROFICIENCY	III.A.1.c.	Moves from one point to another  <u>Progress Monitoring Skills</u> Infants: 05- Develops gross-motor skills:
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<b>STRAND: BIG IDEA / STANDARD</b>	<b>MO.III.</b>	<b>Physical Development, Health and Safety</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>III.A.</b>	<b>Physical Development</b>
<b>GLE / COMPONENT</b>	<b>III.A.2.</b>	<b>Uses Fine Motor Skills with Purpose and Control</b>
<b>INDICATOR / PROFICIENCY</b>	<b>III.A.2.a.</b>	<p>Uses fingers and hands to accomplish fine motor tasks</p> <p><u>Progress Monitoring Skills</u>  Infants: 06- Develops fine-motor skills:  Infants: 46- Uses prior knowledge to build new knowledge:</p>

<b>INDICATOR / PROFICIENCY</b>	<b>III.A.2.c.</b>	<p>Exhibits coordination of facial muscles</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 13- Engages in self-expression:  Infants: 19- Uses nonverbal communication for a variety of purposes:</p>
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<b>STRAND: BIG IDEA / STANDARD</b>	<b>MO.III.</b>	<b>Physical Development, Health and Safety</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>III.A.</b>	<b>Physical Development</b>
<b>GLE / COMPONENT</b>	<b>III.A.3.</b>	<b>Responds to Sensory Input to Function in the Environment</b>
<b>INDICATOR / PROFICIENCY</b>	<b>III.A.3.a.</b>	<p>Exhibits sensory awareness</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information:  Infants: 08- Demonstrates interest and curiosity:  Infants: 27- Explores and communicates about distance, weight, length, height, and time:  Infants: 30- Explores, recognizes, and describes shapes and shape concepts:  Infants: 31- Demonstrates scientific inquiry skills:</p>

<b>INDICATOR / PROFICIENCY</b>	<b>III.A.3.b.</b>	<p>Exhibits body awareness</p> <p><u>Progress Monitoring Skills</u>  Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space:  Infants: 29- Explores, recognizes, and describes spatial relationships between objects:</p>
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<b>STRAND: BIG IDEA / STANDARD</b>	<b>MO.III.</b>	<b>Physical Development, Health and Safety</b>
<b>CONCEPT: GLE / BENCHMARK</b>	<b>III.B.</b>	<b>Health and Self-Care</b>
<b>GLE / COMPONENT</b>	<b>III.B.1.</b>	<b>Practices healthy behaviors</b>
<b>INDICATOR / PROFICIENCY</b>	<b>III.B.1.a.</b>	<p>Participates in healthy care routines with adults</p> <p><u>Progress Monitoring Skills</u>  Infants: 01-Practices healthy and safe habits:</p>

<b>STRAND: BIG IDEA / STANDARD</b>	<b>MO.IV.</b>	<b>Language and Literacy</b>
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CONCEPT: GLE / BENCHMARK		Communication and Language
GLE / COMPONENT	IV.A.	Symbolic Development
INDICATOR / PROFICIENCY	IV.A.1.	Represents feelings and ideas in a variety of ways
INDICATOR	IV.A.1.a.	Represents feelings and ideas through pretend play  <u>Progress Monitoring Skills</u> Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 11- Demonstrates a cooperative and flexible approach to play:

INDICATOR	IV.A.1.c.	Represents feelings and ideas through music  <u>Progress Monitoring Skills</u> Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 25- Organizes, represents, and builds knowledge of quantity and number: Infants: 26- Manipulates, compares, and describes relationships using quantity and number: Infants: 36- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Infants: 43- Uses his/her voice, instruments, and objects to musically express creativity:
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STRAND: BIG IDEA / STANDARD	MO.IV.	Language and Literacy
CONCEPT: GLE / BENCHMARK		Communication and Language
GLE / COMPONENT	IV.B.	Listening and Understanding (Receptive Language)
INDICATOR / PROFICIENCY	IV.B.1.	Listens for different purposes
INDICATOR	IV.B.1.a.	Listens to others  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:

INDICATOR	IV.B.1.b.	Listens to sounds in the environment  <u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 04- Uses senses (sight, touch, hearing, smell, and taste) to explore the environment and process information: Infants: 08- Demonstrates interest and curiosity: Infants: 27- Explores and communicates about distance, weight, length, height, and time: Infants: 30- Explores, recognizes, and describes shapes and shape concepts: Infants: 31- Demonstrates scientific inquiry skills:
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STRAND: BIG IDEA / STANDARD	MO.IV.	Language and Literacy
CONCEPT: GLE / BENCHMARK		Communication and Language
GLE / COMPONENT	IV.C.	Speaking (Expressive Language)
INDICATOR / PROFICIENCY	IV.C.1.	Uses language to communicate
INDICATOR	IV.C.1.a.	Uses the body to communicate

		<u>Progress Monitoring Skills</u> Infants: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space: Infants: 10- Engages in a progression of individualized and imaginative play: Infants: 13- Engages in self-expression: Infants: 19- Uses nonverbal communication for a variety of purposes: Infants: 45- Demonstrates awareness of cause and effect:
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INDICATOR	IV.C.1.b.	Communicates, verbally, or with gestures in home language  <u>Progress Monitoring Skills</u> Infants: 20- Uses increasingly complex spoken language:
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STRAND: BIG IDEA / STANDARD	MO.IV.	Language and Literacy
CONCEPT: GLE / BENCHMARK		Communication and Language
GLE / COMPONENT	IV.C.	Speaking (Expressive Language)
INDICATOR / PROFICIENCY	IV.C.2.	Develops and expands vocabulary
INDICATOR	IV.C.2.a.	Learns new words  <u>Progress Monitoring Skills</u> Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books:

INDICATOR	IV.C.2.b.	Communicates, verbally, or with signs, in home language  <u>Progress Monitoring Skills</u> Infants: 17- Listens to conversation for a variety of purposes and demonstrates comprehension: Infants: 18- Acquires vocabulary introduced in conversations, activities, stories, and/or books: Infants: 20- Uses increasingly complex spoken language:
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STRAND: BIG IDEA / STANDARD	MO.IV.	Language and Literacy
CONCEPT: GLE / BENCHMARK		Literacy
GLE / COMPONENT	IV.D.	Reading
INDICATOR / PROFICIENCY	IV.D.1.	Applies early reading skills
INDICATOR	IV.D.1.a.	Shows interest in books  <u>Progress Monitoring Skills</u> Infants: 21- Acquires meaning from a variety of materials read to him/her: Infants: 22- Develops early phonological awareness (awareness of units of sound): Infants: 23- Demonstrates awareness of print concepts :

STRAND: BIG IDEA / STANDARD	MO.V.	Mathematics
CONCEPT: GLE / BENCHMARK	V.A.	Counting and Cardinality
GLE / COMPONENT	V.A.1.	Uses number to show quantity
INDICATOR / PROFICIENCY	V.A.1.a.	Shows interest in counting and quantity  <u>Progress Monitoring Skills</u>

		Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
INDICATOR / PROFICIENCY	V.A.1.b.	Participates in experiences that involve counting  <u>Progress Monitoring Skills</u> Infants: 26- Manipulates, compares, and describes relationships using quantity and number:
STRAND: BIG IDEA / STANDARD	MO.VIII.	Expressive Arts
CONCEPT: GLE / BENCHMARK	VIII.A.	Music and Movement
GLE / COMPONENT	VIII.A.2.	Explores music and movement
INDICATOR / PROFICIENCY	VIII.A.2.a.	Explores and experiments with a range of media through sensory exploration and using whole body  <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:
INDICATOR / PROFICIENCY	VIII.A.2.b.	Uses the body to create sounds, move to music and express oneself  <u>Progress Monitoring Skills</u> Infants: 41- Participates in dance to express creativity:

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