



*Making Connections*

**Project Construct  
Early Childhood Goals,  
Missouri Early  
Learning Goals,  
Missouri Learning Standards,  
(Common Core Standards and Missouri Show-Me Standards)**

And

**Desired Results Developmental Profile**

This quick-reference table was created by Project Construct and shows the links between the Project Construct Early Childhood Goals and the Missouri Early Learning Goals and Missouri Learning Standards

Educators are encouraged to use this table in association with their understanding of the standards



# Representational/Literacy

Project Construct Goals	Content Component	Missouri Early Learning Goals	Missouri Learning Standards Kindergarten	Desired Results Developmental Profile
Develops as a writer	Writing	Uses writing as a means of expression/ communication	<i>Writing</i> Text types and purpose Production and distribution of writing Research to build and present knowledge	Emergent Writing

# Representational/Expressive Arts

Project Construct Goals	Content Component	Missouri Early Learning Goals	Missouri Learning Standards Kindergarten GLE'S	Desired Results Developmental Profile
<p><b>Symbolic Expression</b> Represents ideas and feelings through pretend play</p>	<p>Drama</p>	<p>Shows interest in dramatic arts Explores dramatic arts</p>	<p>Create playing space (e.g. moving chairs) and costumes using basic materials (e.g. hats, aprons, props)</p> <p>Orally express impressions and observations related to dramatic activities and performances</p> <p>Use music, creative movement and visual components in dramatic play</p> <p>Listen to a story and act out the story in dramatic play</p> <p>Identify the difference between fantasy and reality in dramatic play</p> <p>Identify diverse cultural dimensions in dramatic play</p>	<p>Cooperative play with peers</p> <p>Socio-dramatic play</p>
<p><b>Represents ideas and feelings through music</b></p>	<p>Music and Movement</p>	<p>Shows interest in music and movement Explores music and movement</p>	<p>Use singing, speaking, whispering and shouting voices</p> <p>Perform a varied repertoire of songs, including</p> <ul style="list-style-type: none"> <li><input type="checkbox"/>*patriotic</li> <li><input type="checkbox"/>*folk</li> <li><input type="checkbox"/>*Seasonal</li> <li><input type="checkbox"/>*spirituals</li> </ul> <p>Perform in groups following cues of the <b>*conductor</b></p> <p>Perform using two dynamic levels—soft and</p>	<p>Cooperative play with peers</p>

# Representational/Expressive Arts

Project Construct Goals	Content Component	Missouri Early Learning Goals	Missouri Learning Standards Kindergarten GLE'S	Desired Results Developmental Profile
			<p>loud</p> <p>Echoes simple rhythms (long and short sounds)</p> <p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>Echo short rhythmic patterns on rhythm instruments and/or body percussion</p> <p>Read icons for long and short sounds and silence in duple meter</p> <p>Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate singing voice</li> <li><input type="checkbox"/> loud/soft</li> <li><input type="checkbox"/> steady beat</li> <li><input type="checkbox"/> posture/stage presence</li> </ul> <p>Use prerequisite music terms to describe their personal response to a musical example (feelings)</p> <p>Identify characteristics of teacher-selected genres or styles</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lullabies</li> <li><input type="checkbox"/> marches</li> <li><input type="checkbox"/> nursery rhymes/ chants</li> </ul> <p>Describe the function of music in various</p>	

# Representational/Expressive Arts

Project Construct Goals	Content Component	Missouri Early Learning Goals	Missouri Learning Standards Kindergarten GLE'S	Desired Results Developmental Profile
			settings and cultural events <input type="checkbox"/> ullabies <input type="checkbox"/> marches <input type="checkbox"/> nursery rhymes/chants  Identify and demonstrate appropriate listening behavior during a classroom or outside performance	
<b>Represents ideas and feelings through movement</b>	Music and Movement	Shows interest in music and movement Explores music and movement	Respond and move to aural examples of music <input type="checkbox"/> ound and silence  Use music, creative movement and visual components in dramatic play  Use physical movement in dance to interpret line in artwork	Gross motor skills  Cooperative play with peers
<b>Represents ideas and feelings through art and construction</b>	Visual Arts	Show interest in visual arts Explores visual arts	Produce a line using crayon, pencil, or marker  Demonstrate a simple print-making technique (e.g., stamping, thumb or hand prints, objects)  Uses scissors with control Modeling with clay or a similar material: Create a sphere  Portrait: Create an original picture of self or other person Landscape: Create a picture showing outside	<b>Represents ideas and feelings through art and construction</b>

# Representational/Expressive Arts

Project Construct Goals	Content Component	Missouri Early Learning Goals	Missouri Learning Standards Kindergarten GLE'S	Desired Results Developmental Profile
			<p>Non-Objective: Create a design using lines</p> <p>Create original artwork that communicates ideas about the following themes:</p> <ul style="list-style-type: none"> <li>• People (e.g., self, family, friends)</li> <li>• Indoors (e.g., classroom, kitchen, bedroom)</li> <li>• Outdoors (e.g., seasons, nature)</li> </ul> <p>Identify and use lines Identify and use shapes Identify and use color Identify and use a pattern by repeating a single shape, line, or color</p> <p>Identify the subject of artworks</p> <p>Explain how stories can be told in pictures and/or words</p>	

# Cognitive/Math

<b>Project Construct Goals</b>	<b>Content Components</b>	<b>Missouri Early Learning Goals</b>	<b>Missouri Learning Standards Kindergarten</b>	<b>Desired Results Developmental Profile</b>
<b>Develop Numerical Thinking</b>	Counting and Cardinality	Uses number to show quantity Uses numerical representation Uses language to represent number of objects Solves problems using number	Know number names and count sequence Count to tell how many Compare numbers	Number sense of quantity and counting
<b>Exchanges Mathematical Ideas</b>	Operations and Algebraic thinking	Uses language to represent number of objects Uses numerical representation	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking away from	Number sense of mathematical operations
<b>Exchanges Mathematical Ideas Uses Logical Thinking</b>	Numbers and Operations in Base 10	Uses language to represent objects	Work with numbers 11-19 to gain foundations for place value	Number sense of mathematical operations
<b>Develops Geometric, Spatial, and Temporal Reasoning</b>	Measurement and Data	Makes comparisons Uses measurement	Describes and compares measurable attributes Classify objects and counts the number of objects in each category	Shapes Classification
<b>Analyze Data</b>	Measurement and data	Collects, organizes, and displays information (charting and graphing)		Measurement Patterning
<b>Develops Geometric, Spatial and Temporal Reasoning</b>	Geometry	Investigates positions and locations Explores shapes in the environment	Identifies and describes shapes Analyze, compare, create, and compare shapes	Shapes



# Cognitive/Science

<b>Project Construct Goals</b>	<b>Content Components</b>	<b>Missouri Early Learning Goals</b>	<b>Next Generation Science Standards Kindergarten</b> (Not yet approved by the state of Missouri)	<b>Desired Results Developmental Profile</b>
<p><b>Increase Knowledge of the Physical World</b></p> <p><b>Develop and Apply Scientific Reasoning</b></p> <p><b>Exchange Scientific Ideas</b></p>	<p>Physical Science (Forces and Interactions)</p>	<p>Explores physical properties of objects and materials</p> <p>Investigates Properties of objects and materials</p> <p>Solves problems involving physical properties of objects and materials</p> <p>Represents observations of the physical world in a variety of ways</p>	<p>Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object</p> <p>Analyze data to determine if a design solution works as intended to change the speed or direction of an object with push or a pull</p>	<p>Cause and Effect</p> <p>Problem solving</p> <p>Memory and knowledge</p> <p>Curiosity and initiative</p> <p>Engagement and persistence</p>
<p><b>Increase Knowledge of the Physical World</b></p> <p><b>Develop and Apply Scientific Reasoning</b></p> <p><b>Exchange Scientific Ideas</b></p>	<p>Life Science (Interdependent Relationships in Eco Systems)</p>	<p>Explores physical properties of objects and materials</p> <p>Investigates Properties of objects and materials</p> <p>Solves problems involving physical properties of objects and materials</p> <p>Represents observations of the physical world in a variety of ways</p>	<p>Uses observation to describe patterns of what plants and animals (including humans) need to survive</p> <p>Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet needs</p> <p>Uses model to represent the relationship between needs of different plants and animals and places they live</p>	<p>Cause and Effect</p> <p>Problem solving</p> <p>Memory and knowledge</p> <p>Curiosity and initiative</p> <p>Engagement and persistence</p>

# Cognitive/Science

			Communicates solutions that will reduce the impact of humans on the land, water, air, And/or living things in the local environment	
<p><b>Increase Knowledge of the Physical World</b></p> <p><b>Develop and Apply Scientific Reasoning</b></p> <p><b>Exchange Scientific Ideas</b></p>	Earth (Weather and Climate)	<p>Explores physical properties of objects and materials</p> <p>Investigates Properties of objects and materials</p> <p>Solves problems involving physical properties of objects and materials</p> <p>Represents observations of the physical world in a variety of ways</p>	<p>Makes observations to determine effect of sunlight on Earth's surface</p> <p>Uses tools and materials provided to design and build a structure that will reduce warming effect of sunlight on the Earth's surface</p> <p>Use and share observations of local weather conditions to describe patterns over time</p> <p>Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather</p>	<p>Cause and Effect</p> <p>Problem solving</p> <p>Memory and knowledge</p> <p>Curiosity and initiative</p> <p>Engagement and persistence</p>
<p><b>Increase Knowledge of the Physical World</b></p> <p><b>Develop and Apply Scientific Reasoning</b></p> <p><b>Exchange Scientific Ideas</b></p> <p><b>Represents feelings and ideas through art and construction</b></p>	Technology (Engineering Design)	<p>Investigates mechanical devices</p> <p>Represents feelings and ideas in a variety of ways (art and construction)</p>	<p>Ask questions, make observation, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool</p> <p>Analyze data from tests of two objects designed to solve the same problems to compare the strengths and weaknesses of how each performs</p> <p>Develop a simple sketch or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem</p>	

# Sociomoral/Social

<b>Project Construct Goals</b>	<b>Content Component</b>	<b>Missouri Early Learning Goals</b>	<b>Missouri Learning Standards Kindergarten GLE'S</b>	<b>Desired Results Developmental Profile</b>
<p><b>Be Confident</b></p> <p><b>Be Reflective</b></p> <p><b>Consider the perspective of others</b></p>	<p>Knowledge of Self</p>	<p>Exhibits self-awareness self-confidence</p> <p>Manages feelings and behaviors</p>	<p>Recognize different emotions</p> <p>Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid)</p> <p>Recognize that people have disagreements and choices on how to resolve them</p>	<p>Identify self</p> <p>Recognition of own skills and accomplishments</p> <p>Expressions of empathy</p> <p>Impulse control</p> <p>Taking turns</p> <p>Awareness of diversity in self and other</p>
<p><b>Builds relationships of mutual trust and respect with adults</b></p> <p><b>Builds relationships of mutual trust and respect with peers</b></p> <p><b>Cooperate and collaborates as a part of a learning community</b></p>	<p>Knowledge of Others</p>	<p>Builds relationships</p>	<p>Identify why laws and rules are made</p> <p>Participate in a democratic decision-making process</p> <p>Participate in a democratic decision-making process</p> <p>Describe how groups need to make decisions and how those decisions are made in families and classrooms</p> <p>Explain what it means to make rules and how it is necessary to carry out or enforce rules</p> <p>State qualities of a good friend</p> <p>Recognize similarities and differences of families</p> <p>Identify community helpers and health professionals(e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol)</p>	<p>Relationships with adults</p> <p>Cooperative play with peers</p> <p>Socio-dramatic play</p> <p>Friendship with peers</p> <p>Conflict negotiation</p> <p>Shared use of space and materials</p>

# Sociomoral/Understanding the World

<b>Project Construct Goal</b>	<b>Content Component</b>	<b>Missouri Early Learning Goals</b>	<b>Missouri Learning Standards Kindergarten GLE'S</b>	<b>Desired Results Developmental Profile</b>
<p><b>Cooperates and collaborates as a member of a learning community</b></p>	<p>Family</p> <p>People and Community</p>	<p>Explores family</p> <p>Show interest in people and the community</p> <p>Explores people and the community</p>	<p>Name common physical, social and emotional needs</p> <p>Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</p>	<p>Cooperative play with peers</p> <p>Friendship with peers</p> <p>Shared use of space and materials</p>

# Sociomoral/Personal

<b>Project Construct Goals</b>	<b>Content Component</b>	<b>Missouri Early Learning Goals</b>	<b>Missouri Learning Standards Kindergarten GLE'S</b>	<b>Desire Results Developmental Profile</b>
<b>Be Inquisitive</b>	Approaches to Learning	Show Curiosity Uses problem-solving skills		Problem Solving Curiosity and initiative
<b>Take Initiative</b>	Approaches to Learning	Takes initiative Uses problem-solving skills		Problem Solving Curiosity and initiative
<b>Be Confident</b>	Approaches to Learning	Shows confidence Uses problem-solving skills Displays persistence		Problem Solving Engagement and persistence
<b>Be Inventive</b>	Approaches to Learning	Exhibits creativity and inventiveness Uses problem-solving skills		Problem Solving
<b>Be Reflective</b>	Approaches to Learning	Uses problem-solving skills		Problem Solving



# Physical

Project Construct Goals	Content Component	Missouri Early Learning Standards	Missouri Learning Standards Kindergarten GLE'S	Desired Results Developmental Profile
<p><b>Develop Healthy Living Practices</b></p>	<p>Health and Self Care</p>	<p>Practices healthy behaviors</p>	<p>Recognize how germs spread and apply practice to reduce germs in the community</p> <p>Recognize that germs cause illness</p> <p>Model proper handwashing and hygiene</p> <p>Identify bodily fluids Identify how gloves protect us from bodily fluids</p> <p>Recognize how the environment affects a person's health</p> <p>Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats)</p>	<p>Personal care routines</p> <p>Healthy lifestyle</p>
<p><b>Develop Safe Living Practices</b></p>	<p>Safety</p>	<p>Practices safe behaviors</p>	<p>Identify safe and unsafe practices and conditions at home, school, and in the community</p> <p>Recognize warning labels that identify harmful substances</p> <p>Tell when first aid is given and give example</p> <p>Explain how to make an emergency call</p> <p>Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities</p>	<p>Personal safety</p>

# Physical

<b>Project Construct Goals</b>	<b>Content Component</b>	<b>Missouri Early Learning Standards</b>	<b>Missouri Learning Standards Kindergarten GLE'S</b>	<b>Desired Results Developmental Profile</b>
Develop Safe Living Practices (continued)			(continued)  Identify ways to stay away from dangerous substances  Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision  Recognize that TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body	
Develop socially through regular physical activity	Knowledge of Others	Builds relationships		Cooperative play with peers
Develops cognitively through regular physical activity	Physical Development	Responds to input to function in the environment	Recognize that active play makes people strong and healthy  Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Cooperative play with peers