

MINNESOTA TEACHER LICENSURE EXAMINATIONSSM (MTLESM)

**EARLY CHILDHOOD EDUCATION (BIRTH - 3)
MATCH STUDY
MARCH 2019**

Objective	Minnesota Administrative Rules 8710.3000 Teachers of Early Childhood Education	Minnesota Kindergarten Academic Standards	Minnesota Early Childhood Indicators of Progress	NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs	International Reading Association Standards for Reading Professionals—Revised 2010
1	Subp. 3: Subject-matter standards: D.(4).(a) Subp. 3: Subject-matter standards: E.(1).(a)-(b), 2.(a)-(c) Subp. 3: Subject-matter standards: F.(1).(a)-(b) Subp. 3: Subject-matter standards: G.(1).(a)-(b) Subp. 3: Subject matter standards: H.(1)-(2), (7) Subp. 3: Subject matter standards: K.(1), (3)	English Language Arts Standard 3: 0.3.0.2	Language and Literacy Development Listening 1-4 Speaking: 1-6 Emergent Reading: 1-4	Standard 2: Building Family and Community Relationships: 2c Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a	Standard 1: Foundational Knowledge: Element 1.1 Standard 2: Curriculum and Instruction: Elements 2.2-2.3 Standard 3: Assessment and Evaluation: Elements 3.2-3.3 Standard 4: Diversity: Elements 4.1-4.2 Standard 6: Professional Learning and Leadership: Element 6.2
2	Subp. 3: Subject-matter standards: D.(4).(a) Subp. 3: Subject-matter standards: E.(1).(c), (3).(a)-(c) Subp. 3: Subject-matter standards: F.(2).(a) Subp. 3: Subject-matter standards: G.(1).(a), (c) Subp. 3: Subject matter standards: K.(1), (3)	English Language Arts Standard 3: 0.3.0.1	Language and Literacy Development Emergent Reading: 5-7 Emergent Writing: 1-4	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-b	Standard 1: Foundational Knowledge: Element 1.1 Standard 2: Curriculum and Instruction: Elements 2.2-2.3 Standard 3: Assessment and Evaluation: Elements 3.2-3.3 Standard 4: Diversity: Element 4.1
3	Subp. 3: Subject-matter standards: D.(4).(a), (d) Subp. 3: Subject-matter standards: E.(4).(a)-(e)	English Language Arts Standard 3: 0.3.0.3	Language and Literacy Development Emergent Reading: 6-7 Emergent Writing: 3	Standard 2: Building Family and Community Relationships: 2c	Standard 1: Foundational Knowledge: Element 1.1 Standard 2: Curriculum and Instruction: Elements 2.2-2.3

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	Subp. 3: Subject-matter standards: F.(1).(c) Subp. 3: Subject-matter standards: G.(1).(d) Subp. 3: Subject matter standards: I.(3) Subp. 3: Subject matter standards: K.(1), (3)			Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-b	Standard 3: Assessment and Evaluation: Elements 3.2-3.3 Standard 6: Professional Learning and Leadership: Element 6.2
4	Subp. 3: Subject-matter standards: D.(4).(a) Subp. 3: Subject-matter standards: E.(5).(a)-(c), 6.(a)-(c) Subp. 3: Subject-matter standards: F.(2).(b)-(c) Subp. 3: Subject-matter standards: G.(1).(e), (2).(a)-(b) Subp. 3: Subject-matter standards: H.(3)-(6) Subp. 3: Subject matter standards: K.(1), (3)	English Language Arts Standard 3: 0.3.0.4 Standard 10: 0.10.4.4	Language and Literacy Development Speaking: 5 Emergent Reading: 3-4	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b-c Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a	Standard 1: Foundational Knowledge: Element 1.1 Standard 2: Curriculum and Instruction: Elements 2.2-2.3 Standard 3: Assessment and Evaluation: Elements 3.2-3.3 Standard 5: Literate Environment: Element 5.1, 5.3-5.4
5	Subp. 3: Subject-matter standards: E.(7).(a)-(b), 8.(a)-(c) Subp. 3: Subject-matter standards: F.(1).(d), (3) Subp. 3: Subject-matter standards: G.(1).(f)-(h), (5) Subp. 3: Subject matter standards: K.(1), (3)	English Language Arts Standard 1: 0.1.1.1-0.1.10.10 Standard 2: 0.2.1.1-0.2.10.10 Standard 10: 0.10.5.5	Language and Literacy Development Emergent Reading: 1-2, 4	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b Standard 5: Using Content Knowledge to Build	Standard 1: Foundational Knowledge: Element 1.1 Standard 2: Curriculum and Instruction: Elements 2.2-2.3 Standard 3: Assessment and Evaluation: Elements 3.2-3.3 Standard 4: Diversity: Elements 4.1-4.2

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				Meaningful Curriculum: Key elements 5a	
6	Subp. 3: Subject-matter standards: D.(4).(a)-(c) Subp. 3: Subject-matter standards: E.(9).(a)-(d) Subp. 3: Subject-matter standards: F.(4) Subp. 3: Subject-matter standards: G.(1).(i) Subp. 3: Subject-matter standards: H.(3) Subp. 3: Subject matter standards: K.(1), (3)	English Language Arts Standard 6: 0.6.1.1-0.6.3.3 Standard 8: 0.8.1.1, 0.8.3.3-0.8.4.4, 0.8.6.6 Standard 10: 0.10.1.1-0.10.2.2, 0.10.6.6	Language and Literacy Development Listening: 2 Speaking: 2-5 Emergent Writing: 1	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-b	Standard 1: Foundational Knowledge: Elements 1.1 Standard 2: Curriculum and Instruction: Element 2.2 Standard 3: Assessment and Evaluation: Elements 3.2-3.3
7	Subp. 3: Subject-matter standards: D.(5).(b), (d), (f)-(g)	Mathematics—Number and Operation Standard 1: K.1.1.1-K.1.1.5 Standard 2: K.1.2.1-K.1.2.2 Mathematics—Algebra Standard 1: K.2.1.1 Mathematics—Geometry and Measurement Standard 1: K.3.1.1-K.3.1.3 Standard 2: K.3.2.1-K.3.2.2	Cognitive Development—Mathematical and Logical Thinking Number Concepts and Operations: 1-5 Patterns and Relationships: 6-8 Spatial Relationships and Geometry: 9-10 Measurement: 11-12 Mathematical Reasoning: 13	Standard 4: Using Developmentally Effective Approaches: 4b-c Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-c	N/A
8	Subp. 3: Subject-matter standards: D.(5).(a), (c), (e), (h) Subp. 3: Subject matter standards: K.(1), (3)	N/A	Cognitive Development—Mathematical and Logical Thinking Mathematical Reasoning: 13	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b-c Standard 5: Using Content Knowledge to Build	N/A

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				Meaningful Curriculum: Key elements 5c	
9	Subp. 3: Subject-matter standards: B.(6).(a)-(c), (e)-(f), (h) Subp. 3: Subject-matter standards: C.(4).(a)-(b), 5.(a)-(f) (h)-(i)	N/A	Social and Emotional Development Self-Concept: 2 Approaches to Learning Curiosity: 1-2 Risk-Taking: 1-2 Imagination and Invention: 1-3 Persistence: 1-3 Reflection and Interpretation: 1-2	Standard 1: Promoting Child Development and Learning: Key elements 1a-c Standard 4: Using Developmentally Effective Approaches: Key elements 4b-c	Standard 5: Literate Environment: 5.1, 5.4
10	Subp. 3: Subject-matter standards: B.(7).(a)-(g) Subp. 3: Subject-matter standards: C.(6).(a)-(g) Subp. 3: Subject matter standards: K.(1), (3)	N/A	Social and Emotional Development Emotional Development: 1-4, 6 Self-Concept: 1, 3-4 Social Competence and Relationships: 1-9	Standard 1: Promoting Child Development and Learning: Key elements 1a-c Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4a	Standard 4: Diversity: Elements 4.1-4.3 Standard 5: Literate Environment: Elements 5.2-5.3 Standard 6: Professional Learning and Leadership: Element 6.2
11	Subp. 3: Subject-matter standards: B.(8).(a)-(c) Subp. 3: Subject-matter standards: C.(7).(a)-(f) Subp. 3: Subject matter standards: K.(1), (3)	N/A	Physical and Motor Development Gross Motor Development: 1-4 Fine Motor Development: 1-2 Physical Health and Well-Being: 2-4	Standard 1: Promoting Child Development and Learning: 1c Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b	N/A

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				Standard 4: Using Developmentally Effective Approaches: 4b-c Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-b	
12	Subp. 3: Subject-matter standards: B.(6).(g), (9).(a)-(c) Subp. 3: Subject-matter standards: C.(8).(a)-(f) Subp. 3: Subject matter standards: K.(1), (3)	Artistic Process: Create or Make Standard 1: 0.2.1.1.1, 0.2.1.2.1, 0.2.1.3.1, 0.2.1.4.1, 0.2.1.5.1 Artistic Process: Perform or Present Standard 1: 0.3.1.1.1, 0.3.1.2.1, 0.3.1.3.1, 0.3.1.4.1, 0.3.1.5.1	Social and Emotional Development Emotional Development: 5 Approaches to Learning Imagination and Invention: 1-3 Creativity and the Arts Creating: 1-3 Responding: 1-2 Evaluating: 1-2	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b-c Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a	N/A
13	Subp. 3: Subject-matter standards: D.(6).(a)-(e) Subp. 3: Subject matter standards: K.(1), (3)	Science The Practice of Science Standard 2: 0.1.1.2.1 The Practice of Engineering Standard 1: 0.1.2.1.1 Physical Science Standard 1: 0.2.1.1.1 Earth Science Standard 2: 0.3.2.2.1-0.3.2.2.2 Life Science—Structure and Function of Living Systems Standard 1: 0.4.1.1.1-0.4.1.1.3 Life Science—Interdependence of Living Systems Standard 1: 0.4.2.1.1	Cognitive Development— Scientific Thinking and Problem-Solving Observing: 1-2 Questioning: 3-5 Investigating: 6-7	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b-c Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-c	N/A

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14	Subp. 3: Subject-matter standards: D.(7).(a)-(c) Subp. 3: Subject matter standards: K.(1), (3)	Social Studies—Citizenship and Government Standard 1: 0.1.1.1.1 Standard 2: 0.1.2.2.1 Standard 7: 0.1.4.7.1 Social Studies—Economics Standard 1: 0.2.1.1.1-0.2.1.1.2 Standard 5: 0.2.4.5.1 Social Studies—Geography Standard 1: 0.3.1.1.1-0.3.1.1.2 Standard 3: 0.3.2.3.1 Social Studies—History Standard 1: 0.4.1.1.1 Standard 12: 0.4.1.2.1 Standard 4: 0.4.2.4.1	Cognitive Development— Social Systems and Understanding Human Relationships: 1-3 Understanding the World: 4-7	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b-c Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-c	N/A
15	Subp. 3: Subject-matter standards: D.(8).(a)-(e) Subp. 3: Subject matter standards: K.(1), (3)	Artistic Foundations Standard 1: 0.1.1.1.1-0.1.1.5.1 Standard 2: 0.1.2.4.1-0.1.2.5.1 Standard 3: 0.1.3.1.1-0.1.3.5.1 Artistic Process: Create or Make Standard 1: 0.2.1.1.1, 0.2.1.2.1, 0.2.1.3.1, 0.2.1.4.1, 0.2.1.5.1 Artistic Process: Perform or Present Standard 1: 0.3.1.1.1-0.3.1.5.2 Artistic Process: Respond or Critique Standard 1: 0.4.1.1.1-0.4.1.5.1	Creativity and the Arts Creating: 1-3 Responding: 1-2 Evaluating: 1-2	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b-c Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-c	N/A

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16	Subp. 3: Subject-matter standards: D.(9).(a)-(c) Subp. 3: Subject matter standards: K.(1), (3)	N/A	Physical and Motor Development Gross Motor Development: 1-2 Fine Motor Development: 1-2 Physical Health and Well-Being: 1-3	Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families: 3a-b Standard 4: Using Developmentally Effective Approaches: 4b Standard 5: Using Content Knowledge to Build Meaningful Curriculum: Key elements 5a-c	N/A

Note: Per the Minnesota Board of Teaching Rules and Standards, the content area tests for the Minnesota Teacher Licensure Examinations (MTLE) are to measure primarily the content area knowledge of candidates for teacher licensure. Pedagogical knowledge and skills are assessed through other means, such as the three pedagogical examinations: Early Childhood, Elementary, and Secondary.