

Using the MN ECIPs in Your Program: Language, Literacy, and Communications Domain Participant Guide

(2 hours)

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Session Overview

Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Areas and Child Development Associate (CDA) Subject Areas

The Minnesota's Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

- KCF Content Area: I. Child Development and Learning
- CDA Subject Area: VIII. Understanding the principles of child development and learning

Course Description Explore Language, Literacy and Communication domain from the Minnesota Early Learning Standards. Develop specific ideas and activities that can support the development of language, literacy and communication in a program. It is recommended to take Introduction to the ECIPS prior to taking this course.

Learning Objectives

Throughout this training, participants will:

- Describe the purpose and structure of the ECIPs
- Identify indicators of the Language, Literacy and Communications Domain in current classroom and indicate how these can be embedded into daily routines and activities
- Develop an action plan that includes at least one new strategy for integrating Language, Literacy and Communications Domain into the classroom or program setting

Session Outline

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
A	15 minutes	Welcome/Introductions Objectives Review	Large Group Discussion	
B	30 minutes	Purpose of the ECIPs	Mini-Lecture Large Group Activity	1
C	20 minutes	Overview of Language, Literacy and Communications Domain	Mini-Lecture Large Group Discussion	1
D	40 minutes	Practice and Application	Small Group Activity	2 & 3

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
E	15 minutes	Objectives Review/Closing	Individual Reflection	
	Total Time: 2 hours			

The 8 Domains of the ECIPS

Domain	Components
Approaches to Learning	Curiosity and Inquisitiveness, Attentiveness, Imagination, Processing and Using Information
The Arts	Exploring the Arts, Using the Arts to Express ideas and Emotions
Language, Literacy, and Communication	Receptive Language (Listening and Understanding), Expressive Language (Communicating and Speaking), Emergent Reading, Writing
Mathematics	Number Knowledge, Measurement, Patterns, Geometry and Spatial Thinking, Data Analysis
Physical and Movement Development	Gross Motor, Fine Motor and Self-Care
Scientific Thinking and Exploring	Explore, Discover, Explain
Social & Emotional Development	Self and Emotional Awareness, Self-Regulation, Social Understanding and Relationships
Social Systems	Self-Identity, Family, and Community, Concept of Time, Environment, Geography, and Our Role in Society, Economics: Wants, Needs, and Choices, Technology

Activity – Connecting Domains to Scenarios

- Maya carefully stacks uneven blocks. When the tower falls, she pauses, studies it, and tries a different base. After it stands, she smiles and invites another child to help build it taller.
- Leo notices his friend crying after a toy breaks. He brings over a different toy and sits nearby while the educator helps name the feeling and offer comfort.
- Outside, Jamal uses sticks and rocks to create what he calls a ‘dragon cave.’ He hums while building and later tells a story about who lives there.

- While looking at a familiar book, Anaya retells the story using pictures, mixing her home language and English. She points to characters, explains what is happening, and asks for the page to be turned.
- During free time, Sofia notices Julia playing with a toy that she would like. She approaches Julia and asks if she would like to trade the toy Julia has with the one she has.
- After the rain, Noor watches water run down a small hill. She pours water in different spots, predicts where it will go, and changes the dirt to redirect the flow.
- At snack time, Elijah notices there are four children but only three apple slices. He says, 'We need one more,' and helps cut another piece so everyone has one.
- As Mateo puts on his snow pants, he balances on one foot, pulls the fabric over his boots, and asks for help with the zipper. Outside, he runs, stops, and navigates around other children.

Components of Language, Literacy and Communications Domain

- Receptive Language (Listening and Understanding) - How children make meaning from what they hear and see—including words, gestures, facial expressions, and directions.
- Expressive Language (Communicating and Speaking) - How children share thoughts, needs, feelings, and ideas using words, signs, gestures, symbols, or assistive communication.
- Emergent Reading - How children develop understanding of books, print, sounds, letters, and stories long before formal reading.
- Emergent Writing - How children use drawing, scribbling, symbols, and letters to communicate meaning.

Strategy or Activity for each Component

- Receptive Language (Listening and Understanding)
- Expressive Language (Communicating and Speaking)
- Emergent Reading

- Emergent Writing

Resources

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards 2028 version
- <https://dcyf.mn.gov/sites/default/files/2025-08/els-ecips-2028.pdf>