



**Curriculum Alignment
with**

**Head Start Program
Performance Standards**

Grade: Ages 3-5 - Adopted: 2015

DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL1.	Child manages emotions with increasing independence
INDICATOR	P-ATL1.1.	<p>Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>

DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL2.	Child follows classroom rules and routines with increasing independence.

INDICATOR	P-ATL2.1.	<p>Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>3 Year Olds: 45- Understands the passage of time and how events are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p>
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		4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important
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DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.
INDICATOR	P-ATL3.1.	Handles classroom materials, such as putting them where they belong, with adult support. <u>Progress Monitoring Skills</u> 3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member 3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read 3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior 3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior 4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read 4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important

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SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL4.	Child manages actions, words, and behavior with increasing independence.
INDICATOR	P-ATL4.1.	Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words. <u>Progress Monitoring Skills</u> 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well

		<p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL5.	Child demonstrates an increasing ability to control impulses.
INDICATOR	P-ATL5.1.	<p>Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p>

		<p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL6.	Child maintains focus and sustains attention with minimal adult support.
INDICATOR	P-ATL6.1.	<p>With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>

		<p>Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL7.	Child persists in tasks.
INDICATOR	P-ATL7.1.	<p>Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress</p>

	<p>Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things apart and invents new structures using the parts</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and</p>
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		<p>discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL8.	Child holds information in mind and manipulates it to perform tasks.
INDICATOR	P-ATL8.1.	<p>Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 18- Listens for purpose and comprehension Progress Monitoring Skill: 18.1 Listens to and follows two-step directions with support</p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things apart and invents new structures using the parts</p> <p>4 year Olds: 16 Listens for purpose and comprehension: Progress Monitoring Skill: 16.1 Listen to and follow multi-step directions</p>

DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL9.	Child demonstrates flexibility in thinking and behavior.
INDICATOR	P-ATL9.1.	<p>Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p>

	<p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar</p>
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		<p>objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL10.	Child demonstrates initiative and independence.
INDICATOR	P-ATL10.1.	<p>Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>

	<p>Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and</p>
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		<p>demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult's suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL11.	Child shows interest in and curiosity about the world around them.
INDICATOR	P-ATL11.1.	<p>Seeks out new information and explores new play and tasks with adult support.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules</p>

		<p>and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL12.	Child expresses creativity in thinking and communication.
INDICATOR	P-ATL12.1.	<p>Responds to adults' prompts to express creative ideas in words and/or actions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 18- Listens for purpose and comprehension Progress Monitoring Skill: 18.1 Listens to and follows two-step directions with support</p> <p>4 year Olds: 16 Listens for purpose and comprehension: Progress Monitoring Skill: 16.1 Listen to and follow multi-step directions</p>

DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL13.	Child uses imagination in play and interactions with others.
INDICATOR	P-ATL13.1.	<p>Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>4 year Olds: 09 Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 9.1 Engages in elaborate and sustained imaginary play</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>

DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE1.	Child engages in and maintains positive relationships and interactions with adults.
INDICATOR	P-SE1.1.	<p>Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal</p>

		<p>space and belongings</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult’s suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE2.	Child engages in prosocial and cooperative behavior with adults.
INDICATOR	P-SE2.1.	<p>Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>

DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	<p>Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p>

		<p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.
INDICATOR	P-SE4.1.	<p>Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>

	<p>Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress</p>
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		Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies
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DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.
INDICATOR	P-SE5.1.	<p>Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>

DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE6.	Child expresses a broad range of emotions and recognizes these emotions in self and others.
INDICATOR	P-SE6.1.	<p>Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal</p>

	<p>expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p>
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		<p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult’s suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE7.	Child expresses care and concern toward others.
INDICATOR	P-SE7.1.	<p>Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p>

		<p>Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE9.	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
INDICATOR	P-SE9.1.	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.
		Progress Monitoring Skills

	<p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
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		4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community
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DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE10.	Child expresses confidence in own skills and positive feelings about self.
INDICATOR	P-SE10.1.	<p>Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring</p>

	<p>Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>3 Year Olds: 45- Understands the passage of time and how events are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates</p>
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		<p>strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE11.	Child has sense of belonging to family, community, and other groups.
INDICATOR	P-SE11.1.	<p>Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p>

	<p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING

GOAL	P-LC1.	Child attends to communication and language from others
INDICATOR	P-LC1.1.	<p>Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p>

		<p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC2.	Child understands and responds to increasingly complex communication and language from others.
INDICATOR	P-LC2.1.	<p>Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about</p>

		<p>a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC3.	Child varies the amount of information provided to meet the demands of the situation.
INDICATOR	P-LC3.1.	<p>Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p>

		<p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC4.	Child understands, follows, and uses appropriate social and conversational rules.
INDICATOR	P-LC4.1.	<p>Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p>

	<p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.LC.36-48. Language and Communication (36 to 48 Months)
SUB-DOMAIN	SUB-DOMAIN: COMMUNICATING AND SPEAKING

GOAL	P-LC5.	Child expresses self in increasingly long, detailed, and sophisticated ways.
INDICATOR	P-LC5.1.	<p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3–5 word phrases/sentences when communicating. With some prompting, can offer multiple (2–3) pieces of information on a single topic.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>4 year Olds: 19 Uses increasingly complex spoken language: Progress Monitoring Skill: 19.1 Uses spoken language that can be easily understood</p>

DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC6.	Child understands and uses a wide variety of words for a variety of purposes.
INDICATOR	P-LC6.1.	<p>Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring</p>

	<p>Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC7.	Child shows understanding of word categories and relationships among words.
INDICATOR	P-LC7.1.	<p>Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to</p>

		<p>him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: PHONOLOGICAL AWARENESS
GOAL	P-LIT1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound.
INDICATOR	P-LIT1.1.	<p>Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.4 Begins to identify words that rhyme</p>

DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT2.	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
INDICATOR	P-LIT2.1.	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”

	<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.1 Shares self-selected familiar books and engage in pretend reading with others</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.2 Discriminates words from pictures independently</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.3 Independently holds a book right side up and turns pages from left to right</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.5 With adult guidance, points to the title of familiar books or stories and where to begin reading</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT3.	Child identifies letters of the alphabet and produces correct sounds associated with letters.
INDICATOR	P-LIT3.1.	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often. <u>Progress Monitoring Skills</u> 3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet 4 year Olds: 24 Demonstrates increasing knowledge of the alphabet: Progress Monitoring Skill: 24.1 With prompting and support, recognizes and names some upper and lower case letters of the alphabet

DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT4.	Child demonstrates an understanding of narrative structure through storytelling/re-telling.
INDICATOR	P-LIT4.1.	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props. <u>Progress Monitoring Skills</u> 3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content 3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures 3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content

		<p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT5.	Child asks and answers questions about a book that was read aloud.
INDICATOR	P-LIT5.1.	<p>Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to</p>

	<p>him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: WRITING
GOAL	P-LIT6.	Child writes for a variety of purposes using increasingly sophisticated marks.
INDICATOR	P-LIT6.1.	<p>Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p>

		<p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH1.	Child knows number names and the count sequence.
INDICATOR	P-MATH1.1.	Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “one, two, three”.

		<p>Progress Monitoring Skills 4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
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DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH2.	Child recognizes the number of objects in a small set.
INDICATOR	P-MATH2.1.	<p>Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).</p> <p>Progress Monitoring Skills 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>

DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
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SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH3.	Child understands the relationship between numbers and quantities.
INDICATOR	P-MATH3.1.	<p>Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>

DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH4.	Child compares numbers.
INDICATOR	P-MATH4.1.	<p>Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p>

		<p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH5.	Child associates a quantity with written numerals up to 5 and begins to write numbers.
INDICATOR	P-MATH5.1.	<p>Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p>

DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH7.	Child understands simple patterns.
INDICATOR	P-MATH7.1.	<p>Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 33- Sorts, orders, classifies, and begins to explore</p>

		<p>patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p>
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DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: MEASUREMENT
GOAL	P-MATH8.	Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
INDICATOR	P-MATH8.1.	<p>With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.3 Uses a variety of standard and non-standard tools to measure object attributes with assistance</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p>

DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH9.	Child identifies, describes, compares, and composes shapes.

INDICATOR	P-MATH9.1.	<p>Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH10.	Child explores the positions of objects in space.
INDICATOR	P-MATH10.1.	<p>Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>

DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY

GOAL	P-SCI1.	Child observes and describes observable phenomena (objects, materials, organisms, and events).
INDICATOR	P-SCI1.1.	<p>Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 37- Demonstrate knowledge related to dynamic properties of the earth and sky Progress Monitoring Skill: 37.1 Describes basic elements of each season, and differences between daytime and nighttime cycles</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.1 Observes and explores animals and plants, their environments and life cycles Identify and describe the functions of a few body parts</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.2 Identifies the physical properties of some living and non-living things</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.3 Identifies and describes the functions of a few body parts</p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things</p>

		<p>apart and invents new structures using the parts</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI2.	Child engages in scientific talk.
INDICATOR	P-SCI2.1.	Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.

		<p>Progress Monitoring Skills 4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI3.	Child compares and categorizes observable phenomena.
INDICATOR	P-SCI3.1.	<p>Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.</p> <p>Progress Monitoring Skills 3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.3 Uses a variety of standard and non-standard tools to measure object attributes with assistance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p>

		<p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI4.	Child asks a question, gathers information, and makes predictions.
INDICATOR	P-SCI4.1.	<p>Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 36- Demonstrates scientific inquiry skills and</p>

		<p>communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
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DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI5.	Child plans and conducts investigations and experiments.
INDICATOR	P-SCI5.1.	<p>With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 05- Use senses to explore the environment and process</p>

		<p>information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI6.	Child analyzes results, draws conclusions, and communicates results.
INDICATOR	P-SCI6.1.	With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”

		<p>Progress Monitoring Skills</p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.PMPD.36-48.	Perceptual, Motor, and Physical Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: GROSS MOTOR
GOAL	P-PMP1.	Child demonstrates control, strength, and coordination of large muscles.
INDICATOR	P-PMP1.1.	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated.

		<p>Engages in physical activity that requires strength and stamina for at least brief periods.</p> <p>Progress Monitoring Skills 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.3 Actively participates in a variety of both structured and unstructured indoor and outdoor activities to increase strength, endurance, and flexibility</p>
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DOMAIN	HS.PMPD.36-48.	Perceptual, Motor, and Physical Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: GROSS MOTOR
GOAL	P-PMP2.	Child uses perceptual information to guide motions and interactions with objects and other people.
INDICATOR	P-PMP2.1.	<p>Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.</p> <p>Progress Monitoring Skills 3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p>

		4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects
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DOMAIN	HS.PMPD.36-48.	Perceptual, Motor, and Physical Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: FINE MOTOR
GOAL	P-PMP3.	Child demonstrates increasing control, strength, and coordination of small muscles.
INDICATOR	P-PMP3.1.	<p>Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.1 Refines grasp to manipulate tools and objects</p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.2 Uses hand-eye coordination to manipulate smaller objects with increasing control</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.1 Performs fine-motor tasks that require small-muscle strength and control</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.2 Uses hand-eye coordination to manipulate small objects with ease</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.3 Performs more complex fine motor tasks with accuracy 50% of the time</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>

DOMAIN	HS.PMPD.36-48.	Perceptual, Motor, and Physical Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION

GOAL	P-PMP4.	Child demonstrates personal hygiene and self-care skills.
INDICATOR	P-PMP4.1.	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision. <u>Progress Monitoring Skills</u> 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently 4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules 4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules 4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs

DOMAIN	HS.PMPD.36-48.	Perceptual, Motor, and Physical Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
GOAL	P-PMP5.	Child develops knowledge and skills that help promote nutritious food choices and eating habits.
INDICATOR	P-PMP5.1.	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices. <u>Progress Monitoring Skills</u> 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices 4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals 4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods

DOMAIN	HS.PMPD.36-48.	Perceptual, Motor, and Physical Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
GOAL	P-PMP6.	Child demonstrates knowledge of personal safety practices and routines.
INDICATOR	P-PMP6.1.	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.

		<p>Progress Monitoring Skills</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL1.	Child manages emotions with increasing independence.
INDICATOR	P-ATL1.1.	<p>Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring</p>

		<p>Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL2.	Child follows classroom rules and routines with increasing independence.
INDICATOR	P-ATL2.1.	<p>Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p>

		<p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>3 Year Olds: 45- Understands the passage of time and how events are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.
INDICATOR	P-ATL3.1.	<p>Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom</p>

		<p>community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL4.	Child manages actions, words, and behavior with increasing independence.
INDICATOR	P-ATL4.1.	<p>Manages own actions, words, and behavior with occasional support from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>

DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL5.	Child demonstrates an increasing ability to control impulses.

INDICATOR	P-ATL5.1.	<p>Sometimes controls impulses independently, while at other times needs support from an adult.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL6.	Child maintains focus and sustains attention with minimal adult support.
INDICATOR	P-ATL6.1.	<p>With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to</p>

	<p>participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and</p>
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		<p>demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL7.	Child persists in tasks.
INDICATOR	P-ATL7.1.	<p>Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p>

		<p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL8.	Child holds information in mind and manipulates it to perform tasks.
INDICATOR	P-ATL8.1.	<p>Holds an increasing amount of information in mind in order to successfully complete tasks.</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things apart and invents new structures using the parts</p>

DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL9.	Child demonstrates flexibility in thinking and behavior.
INDICATOR	P-ATL9.1.	<p>Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.1 Demonstrates multiple uses of objects to solve problems</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>

DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
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SUB-DOMAIN	SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL10. Child demonstrates initiative and independence.
INDICATOR	<p>P-ATL10.1. Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on</p>

		<p>plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL11.	Child shows interest in and curiosity about the world around them.
INDICATOR	P-ATL11.1.	<p>Seeks out new information and explores new play and tasks both independently and with adult support.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>

	<p>Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL12.	Child expresses creativity in thinking and communication.
INDICATOR	P-ATL12.1.	<p>Communicates creative ideas and actions both with and without prompting from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.1 Demonstrates multiple uses of objects to solve problems</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>

DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL13.	Child uses imagination in play and interactions with others.

INDICATOR	P-ATL13.1.	<p>Develops more elaborate imaginary play, stories, and other creative works with children and adults.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>4 year Olds: 09 Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 9.1 Engages in elaborate and sustained imaginary play</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE1.	Child engages in and maintains positive relationships and interactions with adults.
INDICATOR	P-SE1.1.	<p>Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings</p>

		<p>Use a familiar adult's suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE2.	Child engages in prosocial and cooperative behavior with adults.
INDICATOR	P-SE2.1.	<p>Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p>

		<p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

	<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p>
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		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.
INDICATOR	P-SE4.1.	<p>Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p>

		<p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.
INDICATOR	P-SE5.1.	<p>Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p>

	<p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE6.	Child expresses a broad range of emotions and recognizes these emotions in self and others.
INDICATOR	P-SE6.1.	<p>Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying “Don’t be mad” when engaged in play with other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p>

	<p>Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p>
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		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE7.	Child expresses care and concern toward others.
INDICATOR	P-SE7.1.	<p>Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress</p>

	<p>Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE8.	Child manages emotions with increasing independence.
INDICATOR	P-SE8.1.	<p>Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of</p>

		<p>purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE9.	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
INDICATOR	P-SE9.1.	<p>Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p>

		<p>Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
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DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE10.	Child expresses confidence in own skills and positive feelings about self.
INDICATOR	P-SE10.1.	<p>Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p>

	<p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through</p>
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		<p>everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC1.	Child attends to communication and language from others.
INDICATOR	P-LC1.1.	<p>Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p>

		4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed
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DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC2.	Child understands and responds to increasingly complex communication and language from others.
INDICATOR	P-LC2.1.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately. <u>Progress Monitoring Skills</u> 3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants 3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers 3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content 3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures 3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story 3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences 4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period 4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed

		<p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC3.	Child varies the amount of information provided to meet the demands of the situation.
INDICATOR	P-LC3.1.	<p>Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p>

DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC4.	Child understands, follows, and uses appropriate social and conversational rules.
INDICATOR	P-LC4.1.	<p>Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p>

	<p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p>
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		<p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC5.	Child expresses self in increasingly long, detailed, and sophisticated ways.
INDICATOR	P-LC5.1.	<p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p>

		<p>Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC6.	Child understands and uses a wide variety of words for a variety of purposes.
INDICATOR	P-LC6.1.	<p>Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>

DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC7.	Child shows understanding of word categories and relationships among words.
INDICATOR	P-LC7.1.	<p>Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>

DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PHONOLOGICAL AWARENESS
GOAL	P-LIT1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound.
INDICATOR	P-LIT1.1.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in

		<p>spoken words.</p> <p>Progress Monitoring Skills 3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.1 Differentiates sounds that are the same and different</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.3 Plays with the sounds of language</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.4 Begins to identify words that rhyme</p>
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DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT2.	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
INDICATOR	P-LIT2.1.	<p>Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.</p> <p>Progress Monitoring Skills 3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill:</p>

		<p>25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.1 Shares self-selected familiar books and engage in pretend reading with others</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.2 Discriminates words from pictures independently</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.3 Independently holds a book right side up and turns pages from left to right</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.5 With adult guidance, points to the title of familiar books or stories and where to begin reading</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p>
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DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT3.	Child identifies letters of the alphabet and produces correct sounds associated with letters.
INDICATOR	P-LIT3.1.	<p>Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p> <p>4 year Olds: 24 Demonstrates increasing knowledge of the alphabet: Progress Monitoring Skill: 24.1 With prompting and support, recognizes and names some upper and lower case letters of the alphabet</p>

DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT4.	Child demonstrates an understanding of narrative structure through storytelling/re-telling.
INDICATOR	P-LIT4.1.	<p>Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to</p>

	<p>him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT5.	Child asks and answers questions about a book that was read aloud.
INDICATOR	P-LIT5.1.	<p>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories</p>

		<p>read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: WRITING
GOAL	P-LIT6.	Child writes for a variety of purposes using increasingly sophisticated marks.
INDICATOR	P-LIT6.1.	<p>Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p>

		<p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH1.	Child knows number names and the count sequence.
INDICATOR	P-MATH1.1.	<p>Says or signs more number words in sequence.</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>

DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH2.	Child recognizes the number of objects in a small set.

INDICATOR	P-MATH2.1.	<p>Quickly recognizes the number of objects in a small set (referred to as “subitizing”).</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
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DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH3.	Child understands the relationship between numbers and quantities.
INDICATOR	P-MATH3.1.	<p>Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p>

		<p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
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DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH4.	Child compares numbers.
INDICATOR	P-MATH4.1.	<p>Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships</p>

		<p>using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH5.	Child associates a quantity with written numerals up to 5 and begins to write numbers.
INDICATOR	P-MATH5.1.	<p>Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly</p>

		<p>recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p>
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DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH7.	Child understands simple patterns.
INDICATOR	P-MATH7.1.	<p>Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p>

DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: MEASUREMENT
GOAL	P-MATH8.	Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
INDICATOR	P-MATH8.1.	<p>With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and</p>

		<p>compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p>
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DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH9.	Child identifies, describes, compares, and composes shapes.
INDICATOR	P-MATH9.1.	<p>Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>

DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH10.	Child explores the positions of objects in space.
INDICATOR	P-MATH10.1.	<p>Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as “Move to the front of the line.”</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>

DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY

GOAL	P-SCI1.	Child observes and describes observable phenomena (objects, materials, organisms, and events).
INDICATOR	P-SCI1.1.	<p>Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 37- Demonstrate knowledge related to dynamic properties of the earth and sky Progress Monitoring Skill: 37.1 Describes basic elements of each season, and differences between daytime and nighttime cycles</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.1 Observes and explores animals and plants, their environments and life cycles Identify and describe the functions of a few body parts</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.2 Identifies the physical properties of some living and non-living things</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.3 Identifies and describes the functions of a few body parts</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		<p>31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI2.	Child engages in scientific talk.
INDICATOR	P-SCI2.1.	<p>Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p>

		<p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI3.	Child compares and categorizes observable phenomena.
INDICATOR	P-SCI3.1.	<p>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.3 Uses a variety of standard and non-standard tools to measure object attributes with assistance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p>

	<p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>
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		<p>31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI4.	Child asks a question, gathers information, and makes predictions.
INDICATOR	P-SCI4.1.	<p>Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to</p>

		<p>scientific properties</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
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DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI5.	Child plans and conducts investigations and experiments.
INDICATOR	P-SCI5.1.	<p>With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		<p>31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI6.	Child analyzes results, draws conclusions, and communicates results.
INDICATOR	P-SCI6.1.	<p>With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing</p>

		<p>pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
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DOMAIN	HS.PMPD.48-60.	Perceptual, Motor and Physical Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GROSS MOTOR
GOAL	P-PMP1.	Child demonstrates control, strength, and coordination of large muscles.
INDICATOR	P-PMP1.1.	<p>Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.3 Actively participates in a variety of both structured and unstructured indoor and outdoor activities to increase strength, endurance, and flexibility</p>

DOMAIN	HS.PMPD.48-60.	Perceptual, Motor and Physical Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GROSS MOTOR
GOAL	P-PMP2.	Child uses perceptual information to guide motions and interactions with objects and other people.
INDICATOR	P-PMP2.1.	<p>Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to</p>

		<p>others</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.3 Actively participates in a variety of both structured and unstructured indoor and outdoor activities to increase strength, endurance, and flexibility</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
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DOMAIN	HS.PMPD.48-60.	Perceptual, Motor and Physical Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: FINE MOTOR
GOAL	P-PMP3.	Child demonstrates increasing control, strength, and coordination of small muscles.
INDICATOR	P-PMP3.1.	<p>Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.1 Refines grasp to manipulate tools and objects</p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.2 Uses hand-eye coordination to manipulate smaller objects with increasing control</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented</p>

		<p>spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.1 Performs fine-motor tasks that require small-muscle strength and control</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.2 Uses hand-eye coordination to manipulate small objects with ease</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.3 Performs more complex fine motor tasks with accuracy 50% of the time</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p>
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DOMAIN	HS.PMPD.48-60. Perceptual, Motor and Physical Development (48 to 60 Months)
SUB-DOMAIN	SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
GOAL	P-PMP4. Child demonstrates personal hygiene and self-care skills.
INDICATOR	<p>P-PMP4.1. Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>

DOMAIN	HS.PMPD.48-60. Perceptual, Motor and Physical Development (48 to 60 Months)
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SUB-DOMAIN		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
GOAL	P-PMP5.	Child develops knowledge and skills that help promote nutritious food choices and eating habits.
INDICATOR	P-PMP5.1.	<p>Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals</p> <p>4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods</p>

DOMAIN	HS.PMPD.48-60.	Perceptual, Motor and Physical Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
GOAL	P-PMP6.	Child demonstrates knowledge of personal safety practices and routines.
INDICATOR	P-PMP6.1.	<p>Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress</p>

		Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL1.	Child manages emotions with increasing independence.
INDICATOR	P-ATL1.1.	<p>Expresses emotions in ways that are appropriate to the situation.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>

INDICATOR	P-ATL1.2.	<p>Looks for adult assistance when emotions are most intense.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p>
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	<p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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INDICATOR	<p>P-ATL1.3.</p> <p>Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p>
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		<p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL2.	Child follows classroom rules and routines with increasing independence.
INDICATOR	P-ATL2.1.	<p>Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>3 Year Olds: 45- Understands the passage of time and how events</p>

	<p>are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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INDICATOR	<p>P-ATL2.2.</p> <p>Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom</p>
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	<p>community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>3 Year Olds: 45- Understands the passage of time and how events are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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<p>INDICATOR</p>	<p>P-ATL2.3.</p> <p>Responds to signals when transitioning from one activity to another.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult’s suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by suing</p>
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		<p>more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.
INDICATOR	P-ATL3.1.	<p>Appropriately handles materials during activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>

INDICATOR	P-ATL3.2.	<p>Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress</p>
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	<p>Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL4.	Child manages actions, words, and behavior with increasing independence.
INDICATOR	P-ATL4.1.	<p>Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p>

		<p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
INDICATOR	P-ATL4.2.	<p>Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
INDICATOR	P-ATL4.3.	<p>Waits for turn, such as waits in line to wash hands or waits for turn on swings.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>

	<p>Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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<p>INDICATOR</p>	<p>P-ATL4.4.</p> <p>Refrains from aggressive behavior towards others.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules</p>
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		<p>and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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INDICATOR	P-ATL4.5.	<p>Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress</p>
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		<p>Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL5.	Child demonstrates an increasing ability to control impulses.
INDICATOR	P-ATL5.1.	Stops an engaging activity to transition to another less desirable activity with adult guidance and support.

		<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult’s suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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INDICATOR	P-ATL5.3.	<p>Without adult reminders, waits to communicate information to a group.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p>
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INDICATOR	P-ATL5.4.	<p>Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time</p>
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		<p>to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL6.	Child maintains focus and sustains attention with minimal adult support.
INDICATOR	P-ATL6.1.	<p>Maintains focus on activities for extended periods of time, such as 15 minutes or more.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p>

	<p>Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p>
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		<p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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INDICATOR	P-ATL6.2.	<p>Engages in purposeful play for extended periods of time.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>4 year Olds: 09 Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 9.1 Engages in elaborate and sustained imaginary play</p>
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INDICATOR	P-ATL6.3.	<p>Attends to adult during large and small group activities with minimal support.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL7.	Child persists in tasks.
INDICATOR	P-ATL7.1.	<p>Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p>

	<p>Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p>
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	<p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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INDICATOR	P-ATL7.2.	<p>Returns with focus to an activity or project after having been away from it.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p>
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		<p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL8.	Child holds information in mind and manipulates it to perform tasks.
INDICATOR	P-ATL8.1.	<p>Accurately recounts recent experiences in the correct order and includes relevant details.</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things apart and invents new structures using the parts</p>
INDICATOR	P-ATL8.2.	Successfully follows detailed, multi-step directions, sometimes with reminders.

		<p><u>Progress Monitoring Skills</u> 3 Year Olds: 18- Listens for purpose and comprehension Progress Monitoring Skill: 18.1 Listens to and follows two-step directions with support</p> <p>4 year Olds: 16 Listens for purpose and comprehension: Progress Monitoring Skill: 16.1 Listen to and follow multi-step directions</p>
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INDICATOR	P-ATL8.3.	<p>Remembers actions to go with stories or songs shortly after being taught.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p>
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		<p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL9.	Child demonstrates flexibility in thinking and behavior.
INDICATOR	P-ATL9.1.	<p>Tries different strategies to complete work or solve problems including with other children.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p>

		<p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.1 Demonstrates multiple uses of objects to solve problems</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
INDICATOR	P-ATL9.2.	<p>Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress</p>

	<p>Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal</p>
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		<p>responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>3 Year Olds: 45- Understands the passage of time and how events are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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INDICATOR	P-ATL9.3.	<p>Transitions between activities without getting upset.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 16- Develops relationships with adults Progress</p>
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		<p>Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult's suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL10.	Child demonstrates initiative and independence.
INDICATOR	P-ATL10.1.	<p>Engages in independent activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p>

	<p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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INDICATOR	P-ATL10.2.	<p>Makes choices and communicates these to adults and other children.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p>
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INDICATOR	P-ATL10.3.	<p>Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time</p>
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	<p>to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p>
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	<p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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INDICATOR	<p>P-ATL10.4.</p> <p>Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p>
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		<p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 09 Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 9.1 Engages in elaborate and sustained imaginary play</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL11.	Child shows interest in and curiosity about the world around them.
INDICATOR	P-ATL11.1.	<p>Asks questions and seeks new information.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and</p>

		<p>unfamiliar objects in the environment</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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INDICATOR	P-ATL11.2.	<p>Is willing to participate in new activities or experiences even if they are perceived as challenging.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>
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		<p>Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
INDICATOR	P-ATL11.3.	<p>Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p>

	<p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p>
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		<p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL12.	Child expresses creativity in thinking and communication.
INDICATOR	P-ATL12.1.	<p>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>

INDICATOR	P-ATL12.2.	Approaches tasks, activities, and play in ways that show creative problem solving.
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		<p><u>Progress Monitoring Skills</u> 3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.1 Demonstrates multiple uses of objects to solve problems</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
INDICATOR	P-ATL12.3.	<p>Uses multiple means of communication to creatively express thoughts, feelings, or ideas.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own</p>

	<p>choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p>
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	<p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL13.	Child uses imagination in play and interactions with others.
INDICATOR	P-ATL13.1.	<p>Engages in social and pretend play.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging</p>

	<p>flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 09 Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 9.1 Engages in elaborate and sustained imaginary play</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p>
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		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	P-ATL13.2.	<p>Uses imagination with materials to create stories or works of art.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 09 Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 9.1 Engages in elaborate and sustained imaginary play</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to</p>
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		<p>develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE1.	Child engages in and maintains positive relationships and interactions with adults.
INDICATOR	P-SE1.1.	<p>Interacts readily with trusted adults.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult's suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by suing more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>

INDICATOR	P-SE1.2.	<p>Engages in some positive interactions with less familiar adults, such as parent volunteers.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers’ personal space and belongings</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult’s suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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INDICATOR	P-SE1.3.	<p>Shows affection and preference for adults who interact with them on a regular basis.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult’s suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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INDICATOR	P-SE1.4.	<p>Seeks help from adults when needed.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult's suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by suing more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE2.	Child engages in prosocial and cooperative behavior with adults.
INDICATOR	P-SE2.1.	<p>Engages in prosocial behaviors with adults, such as using respectful language or greetings.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>

INDICATOR	P-SE2.2.	<p>Attends to an adult when asked.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult’s suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	<p>Engages in and maintains positive interactions with other children.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p>

		<p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
INDICATOR	P-SE3.2.	<p>Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>

	<p>Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and</p>
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		<p>belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	P-SE3.3.	<p>Takes turns in conversations and interactions with other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p>
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	<p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers’ personal space and belongings</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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INDICATOR	P-SE3.4.	<p>Develops friendships with one or two preferred other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress</p>
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	<p>Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.
INDICATOR	P-SE4.1.	<p>Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p>

		<p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	P-SE4.2.	<p>Demonstrates willingness to include others' ideas during interactions and play.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to</p>
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	<p>create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	<p>P-SE4.3. Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress</p>
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		<p>Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	P-SE4.4.	<p>Engages in reflection and conversation about past play experiences</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p>
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		<p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.
INDICATOR	P-SE5.2.	<p>Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p>

		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	P-SE5.3.	<p>Expresses feelings, needs, and opinions in conflict situations.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p>
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		<p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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INDICATOR	P-SE5.4.	<p>Seeks adult help when needed to resolve conflicts.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers’ personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE6.	Child expresses a broad range of emotions and recognizes these emotions in self and others.
INDICATOR	P-SE6.1.	<p>Recognizes and labels basic emotions in books or photographs.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
INDICATOR	P-SE6.2.	<p>Uses words to describe own feelings.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p>

	<p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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INDICATOR	<p>P-SE6.3.</p> <p>Uses words to describe the feelings of adults or other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
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		<p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE7.	Child expresses care and concern toward others.
INDICATOR	P-SE7.1.	<p>Makes empathetic statements to adults or other children.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p>

		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	P-SE7.2.	<p>Offers support to adults or other children who are distressed.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p>
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		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE8.	Child manages emotions with increasing independence.
INDICATOR	P-SE8.1.	<p>Expresses feelings in ways that are appropriate to the situation.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>

DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
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SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE9.	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
INDICATOR	P-SE9.1.	<p>Describes self using several different characteristics.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences</p>

		<p>between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
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INDICATOR	P-SE9.2.	<p>Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family</p>
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		<p>roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE10.	Child expresses confidence in own skills and positive feelings about self.
INDICATOR	P-SE10.1.	<p>Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.1 Demonstrates multiple uses of objects to solve problems</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring</p>

	<p>Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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INDICATOR	<p>P-SE10.2.</p> <p>Expresses own ideas or beliefs in group contexts or in interactions with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to</p>
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	<p>him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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INDICATOR	<p>P-SE10.3.</p> <p>Uses positive words to describe self, such as kind or hard-worker</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p>
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		<p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
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DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE11.	Child has sense of belonging to family, community, and other groups.
INDICATOR	P-SE11.1.	Identifies self as being a part of different groups, such as family, community, culture, faith, or preschool.

	<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural</p>
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		<p>celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
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INDICATOR	P-SE11.3.	<p>Identifies similarities and differences about self across familiar environments and settings</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between</p>
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		<p>self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
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DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC1.	Child attends to communication and language from others.
INDICATOR	P-LC1.1.	<p>Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an</p>

		<p>extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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INDICATOR	P-LC1.2.	<p>Shows ongoing connection to a conversation, group discussion, or presentation.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC2.	Child understands and responds to increasingly complex communication and language from others.
INDICATOR	P-LC2.1.	<p>Shows an ability to recall (in order) multiple step directions.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 18- Listens for purpose and comprehension Progress Monitoring Skill: 18.1 Listens to and follows two-step directions with</p>

		<p>support</p> <p>4 year Olds: 16 Listens for purpose and comprehension: Progress Monitoring Skill: 16.1 Listen to and follow multi-step directions</p>
INDICATOR	P-LC2.2.	<p>Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
INDICATOR	P-LC2.3.	<p>Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p>
INDICATOR	P-LC2.4.	<p>Shows an understanding of talk related to the past or future.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 45- Understands the passage of time and how events are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>4 year Olds: 39 Understands the passage of time and how events are related: Progress Monitoring Skill: 39.1 Recognizes and describes sequence of events with accuracy</p>
INDICATOR	P-LC2.5.	<p>Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress</p>

		<p>Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC3.	Child varies the amount of information provided to meet the demands of the situation.
INDICATOR	P-LC3.1.	<p>Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p>

		<p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
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INDICATOR	P-LC3.2.	<p>Uses language, spoken or sign, to clarify a word or statement when misunderstood.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p>
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DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC4.	Child understands, follows, and uses appropriate social and conversational rules.
INDICATOR	P-LC4.1.	<p>Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p>

		<p>Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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INDICATOR	P-LC4.2.	With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.
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	<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial</p>
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		expressions in play 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play
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DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC5.	Child expresses self in increasingly long, detailed, and sophisticated ways.
INDICATOR	P-LC5.1.	Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement. <u>Progress Monitoring Skills</u> 4 year Olds: 19 Uses increasingly complex spoken language: Progress Monitoring Skill: 19.1 Uses spoken language that can be easily understood

INDICATOR	P-LC5.2.	Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations. <u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures
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INDICATOR	P-LC5.3.	Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types. <u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed 3 Year Olds: 22- Converses and builds understanding Progress
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		<p>Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>3 Year Olds: 45- Understands the passage of time and how events are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 39 Understands the passage of time and how events are related: Progress Monitoring Skill: 39.1 Recognizes and describes sequence of events with accuracy</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, objects, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
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DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC6.	Child understands and uses a wide variety of words for a variety of purposes.
INDICATOR	P-LC6.1.	<p>Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p>

		Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations
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INDICATOR	P-LC6.2.	<p>Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p>
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INDICATOR	P-LC6.3.	<p>With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p>
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INDICATOR	P-LC6.4.	<p>With support, forms guesses about the meaning of new words from context clues.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p>
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		<p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p>
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DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC7.	Child shows understanding of word categories and relationships among words.
INDICATOR	P-LC7.1.	<p>Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill:</p>

	<p>36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple</p>
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	<p>shapes to form new shapes</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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<p>INDICATOR</p>	<p>P-LC7.2.</p> <p>Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p>
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		<p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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INDICATOR	P-LC7.3.	<p>Identifies shared characteristics among people, places, things, or actions, such as identifying that both cats and dogs are furry and have four legs.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p>
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		<p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PHONOLOGICAL AWARENESS
GOAL	P-LIT1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound.
INDICATOR	P-LIT1.1.	<p>Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.4 Begins to identify words that rhyme</p>

DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT2.	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
INDICATOR	P-LIT2.1.	<p>Understands that print is organized differently for different purposes, such as a note, list, or storybook.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p>

		<p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.1 Shares self-selected familiar books and engage in pretend reading with others</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.2 Discriminates words from pictures independently</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.3 Independently holds a book right side up and turns pages from left to right</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.5 With adult guidance, points to the title of familiar books or stories and where to begin reading</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT3.	Child identifies letters of the alphabet and produces correct sounds associated with letters.
INDICATOR	P-LIT3.1.	<p>Names 18 upper- and 15 lower-case letters.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet</p>

		<p>Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p> <p>4 year Olds: 24 Demonstrates increasing knowledge of the alphabet: Progress Monitoring Skill: 24.1 With prompting and support, recognizes and names some upper and lower case letters of the alphabet</p>
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DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT4.	Child demonstrates an understanding of narrative structure through storytelling/re-telling.
INDICATOR	P-LIT4.1.	<p>Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to</p>

	<p>him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
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INDICATOR	<p>P-LIT4.2.</p> <p>Tells fictional or personal stories using a sequence of at least 2–3 connected events.</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice</p>
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		<p>inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
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INDICATOR	P-LIT4.3.	<p>Identifies characters and main events in books and stories.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections</p>
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		between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences
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DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT5.	Child asks and answers questions about a book that was read aloud.
INDICATOR	P-LIT5.1.	<p>Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>

INDICATOR	P-LIT5.2.	<p>Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p>
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	<p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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INDICATOR	<p>P-LIT5.3.</p> <p>Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read</p>
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		<p>to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: WRITING
GOAL	P-LIT6.	Child writes for a variety of purposes using increasingly sophisticated marks.
INDICATOR	P-LIT6.1.	<p>Creates a variety of written products that may or may not phonetically relate to intended messages.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p>

	<p>Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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<p>INDICATOR</p>	<p>P-LIT6.2.</p> <p>Shows an interest in copying simple words posted in the classroom.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p>
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		<p>Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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INDICATOR	P-LIT6.3.	<p>Attempts to independently write some words using invented spelling, such as K for kite.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>
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	<p>31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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INDICATOR	<p>P-LIT6.4.</p> <p>Writes first name correctly or close to correctly.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p>
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		<p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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INDICATOR	P-LIT6.5.	<p>Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use</p>
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		<p>materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH1.	Child knows number names and the count sequence.
INDICATOR	P-MATH1.1.	<p>Counts verbally or signs to at least 20 by ones.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>

DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH2.	Child recognizes the number of objects in a small set.
INDICATOR	P-MATH2.1.	<p>Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p>

		<p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH3.	Child understands the relationship between numbers and quantities.
INDICATOR	P-MATH3.1.	<p>When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>

INDICATOR	P-MATH3.2.	<p>Counts and answers “How many?” questions for approximately 10 objects.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2</p>
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		<p>Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
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INDICATOR	P-MATH3.3.	<p>Accurately counts as many as 5 objects in a scattered configuration.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p>
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INDICATOR	P-MATH3.5.	<p>Understands that the last number said represents the number of objects in a set.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites</p>
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		<p>numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH4.	Child compares numbers.
INDICATOR	P-MATH4.1.	<p>Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p>

		<p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH5.	Child associates a quantity with written numerals up to 5 and begins to write numbers.
INDICATOR	P-MATH5.1.	<p>Associates a number of objects with a written numeral 0–5.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p>

INDICATOR	P-MATH5.2.	<p>Recognizes and, with support, writes some numerals up to 10.</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH6.	Child understands addition as adding to and understands subtraction as taking away from.

INDICATOR	P-MATH6.3.	<p>With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts “One, two, three…” and then counts on “Four, five!” (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, “Five, four, three…two!” (keeping track with fingers).</p> <p>Progress Monitoring Skills 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH7.	Child understands simple patterns.
INDICATOR	P-MATH7.1.	<p>Fills in missing elements of simple patterns.</p> <p>Progress Monitoring Skills 3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p>

INDICATOR	P-MATH7.2.	<p>Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an eight block tower of the same pattern that was demonstrated with four blocks.</p>
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		<p>Progress Monitoring Skills</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p>
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INDICATOR	P-MATH7.3.	<p>Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: MEASUREMENT
GOAL	P-MATH8.	Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
INDICATOR	P-MATH8.1.	<p>Measures using the same unit, such as putting together snap cubes to see how tall a book is.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.3 Uses a variety of</p>

		<p>standard and non-standard tools to measure object attributes with assistance</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p>
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INDICATOR	P-MATH8.2.	<p>Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.3 Uses a variety of standard and non-standard tools to measure object attributes with assistance</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p>
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INDICATOR	P-MATH8.3.	<p>Uses comparative language, such as shortest, heavier, or biggest.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space</p>
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		<p>and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.3 Uses a variety of standard and non-standard tools to measure object attributes with assistance</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH9.	Child identifies, describes, compares, and composes shapes.
INDICATOR	P-MATH9.1.	<p>Names and describes shapes in terms of length of sides, number of sides, and number of angles.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
INDICATOR	P-MATH9.2.	<p>Correctly names basic shapes regardless of size and orientation.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 35- Explores, recognizes, and describes shapes and</p>

		<p>shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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INDICATOR	P-MATH9.3.	<p>Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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INDICATOR	P-MATH9.4.	<p>Describes their similarities, differences, and other attributes, such as size and shape.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>3 Year Olds: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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INDICATOR	P-MATH9.5.	<p>Creates and builds shapes from components.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH10.	Child explores the positions of objects in space.
INDICATOR	P-MATH10.1.	<p>Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>

INDICATOR	P-MATH10.2.	<p>Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p>
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		<p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
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DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI1.	Child observes and describes observable phenomena (objects, materials, organisms, and events).
INDICATOR	P-SCI1.1.	<p>Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things apart and invents new structures using the parts</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize</p>

		<p>differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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INDICATOR	P-SCI1.3.	<p>Represents observable phenomena with pictures, diagrams, and 3-D models.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>
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		<p>31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI2.	Child engages in scientific talk.
INDICATOR	P-SCI2.1.	<p>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p>

		<p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
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INDICATOR	P-SCI2.2.	<p>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI3.	Child compares and categorizes observable phenomena.
INDICATOR	P-SCI3.1.	<p>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.3 Uses a variety of standard and non-standard tools to measure object attributes with assistance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill:</p>

	<p>36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p>
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		<p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI4.	Child asks a question, gathers information, and makes predictions.
INDICATOR	P-SCI4.1.	<p>Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>

INDICATOR	P-SCI4.2.	<p>Gathers information about a question by looking at books or discussing prior knowledge and observations.</p> <p>Progress Monitoring Skills</p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 37- Demonstrate knowledge related to dynamic properties of the earth and sky Progress Monitoring Skill: 37.1 Describes basic elements of each season, and differences between daytime and nighttime cycles</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.1 Observes and explores animals and plants, their environments and life cycles Identify and describe the functions of a few body parts</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.2 Identifies the physical properties of some living and non-living things</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.3 Identifies and describes the functions of a few body parts</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and</p>
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		<p>communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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INDICATOR	P-SCI4.3.	<p>Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress</p>
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		<p>Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
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DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI5.	Child plans and conducts investigations and experiments.
INDICATOR	P-SCI5.1.	<p>Articulates steps to be taken and lists materials needed for an investigation or experiment.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p>

		<p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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INDICATOR	P-SCI5.2.	<p>Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific</p>
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		<p>properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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INDICATOR	P-SCI5.3.	<p>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and</p>
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		<p>communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things apart and invents new structures using the parts</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI6.	Child analyzes results, draws conclusions, and communicates results.
INDICATOR	P-SCI6.1.	<p>Analyzes and interprets data and summarizes results of investigation.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and</p>

	<p>environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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INDICATOR	<p>P-SCI6.2.</p> <p>Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific</p>
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		<p>properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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INDICATOR	P-SCI6.3.	<p>With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and</p>
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		<p>environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
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INDICATOR	P-SCI6.4.	<p>Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and</p>
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		<p>communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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DOMAIN	HS.PMPD.B-60.	Perceptual, Motor, and Physical Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GROSS MOTOR
GOAL	P-PMP1.	Child demonstrates control, strength, and coordination of large muscles.
INDICATOR	P-PMP1.1.	<p>Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p>

INDICATOR	P-PMP1.2.	<p>Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>3 Year Olds: 46- Participates in dance to express creativity Progress Monitoring Skill: 46.1 Repeats choreographed movements and begin to express creativity in movements</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.3 Actively participates in a variety of both structured and unstructured indoor and outdoor activities to increase strength, endurance, and flexibility</p>
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		4 year Olds: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity
INDICATOR	P-PMP1.3.	<p>Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.3 Actively participates in a variety of both structured and unstructured indoor and outdoor activities to increase strength, endurance, and flexibility</p>

DOMAIN	HS.PMPD.B-60.	Perceptual, Motor, and Physical Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GROSS MOTOR
GOAL	P-PMP2.	Child uses perceptual information to guide motions and interactions with objects and other people.
INDICATOR	P-PMP2.1.	<p>Demonstrates awareness of own body and other people’s space during interactions.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses</p>

		<p>appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
INDICATOR	P-PMP2.2.	<p>Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p>
INDICATOR	P-PMP2.3.	<p>When asked, can move own body in front of, to the side, or behind something or someone else, such as getting in line with other children.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>

INDICATOR	P-PMP2.4.	<p>Changes directions when moving with little difficulty.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 03- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child’s relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
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DOMAIN	HS.PMPD.B-60.	Perceptual, Motor, and Physical Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: FINE MOTOR
GOAL	P-PMP3.	Child demonstrates increasing control, strength, and coordination of small muscles.
INDICATOR	P-PMP3.2.	<p>Uses a pincer grip to hold and manipulate tools for writing, drawing, and painting.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to</p>

		<p>develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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INDICATOR	P-PMP3.3.	<p>Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p>
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DOMAIN	HS.PMPD.B-60.	Perceptual, Motor, and Physical Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
GOAL	P-PMP4.	Child demonstrates personal hygiene and self-care skills.
INDICATOR	P-PMP4.1.	Washes hands with soap and water. Knows to do this before eating, after using the bathroom, or after blowing nose.

		<p>Progress Monitoring Skills 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p>
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INDICATOR	P-PMP4.2.	<p>Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.</p> <p>Progress Monitoring Skills 4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>
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DOMAIN	HS.PMPD.B-60.	Perceptual, Motor, and Physical Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
GOAL	P-PMP5.	Child develops knowledge and skills that help promote nutritious food choices and eating habits.
INDICATOR	P-PMP5.1.	<p>Identifies a variety of healthy and unhealthy foods.</p> <p>Progress Monitoring Skills 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals</p> <p>4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods</p>

INDICATOR	P-PMP5.2.	<p>Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.</p> <p>Progress Monitoring Skills 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices</p>
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		<p>from less healthy food choices</p> <p>4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals</p> <p>4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods</p>
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INDICATOR	P-PMP5.3.	<p>Moderates food consumption based on awareness of own hunger and fullness.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals</p> <p>4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods</p>
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DOMAIN	HS.PMPD.B-60.	Perceptual, Motor, and Physical Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION
GOAL	P-PMP6.	Child demonstrates knowledge of personal safety practices and routines.
INDICATOR	P-PMP6.1.	<p>Identifies, avoids, and alerts others to danger, such as keeping a safe distance from swings.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p>

		<p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>
INDICATOR	P-PMP6.2.	<p>Identifies and follows basic safety rules with adult guidance and support, such as transportation and street safety practices.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>