



# Curriculum Alignment with

## Delaware Early Learning Foundations

Grade: Ages 3-5 - Adopted: 2010

STANDARD / STRAND	DE.EC.PS.SE.	Social Emotional Development (Preschool)
STRAND / INDICATOR		Self-Concept
ENDURING UNDERSTANDING	PS.SE31.	<p>Be with adults who are consistent, responsive, and caring</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: 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>
ENDURING UNDERSTANDING	PS.SE32.	<p>Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment</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: 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>
ENDURING UNDERSTANDING	PS.SE33.	<p>Participate in activities that are challenging but within their reach</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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring</p> <p>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</p> <p>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</p> <p>Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress</p> <p>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</p> <p>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</p> <p>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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		demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed
ENDURING UNDERSTANDING	PS.SE34.	<p>Assume a role in determining how they will learn</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</p>

		<p>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>
ENDURING UNDERSTANDING	PS.SE35.	<p>Participate in meaningful responsibilities</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>
ENDURING UNDERSTANDING	PS.SE36.	<p>Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways</p> <p><u>Progress Monitoring Skills</u></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: 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</p>

		<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
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ENDURING UNDERSTANDING	PS.SE37.	<p>Be a part of the classroom community so that each child feels accepted and gains a sense of belonging</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</p> <p>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</p> <p>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</p> <p>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</p> <p>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:</p> <p>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:</p> <p>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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STANDARD / STRAND	DE.EC.PS.SE.	Social Emotional Development (Preschool)
STRAND / INDICATOR		Self-Regulation
ENDURING UNDERSTANDING	PS.SE38.	<p>Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression</p> <p>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</p> <p>Progress Monitoring</p>

		<p>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> <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>
ENDURING UNDERSTANDING	PS.SE39.	<p>Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)</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>
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ENDURING UNDERSTANDING	PS.SE40.	<p>Express feelings through play and artistic representation</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>
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ENDURING UNDERSTANDING	PS.SE41.	<p>Begin to understand that actions have consequences</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>
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ENDURING UNDERSTANDING	PS.SE42.	<p>Follow simple rules and routines with minimal help</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</p>

		<p>Skill: 13.2 Regulates a range of impulses  4 year Olds: 13 Demonstrates self-control : Progress Monitoring  Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently  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</p>
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ENDURING UNDERSTANDING	PS.SE43.	<p>Experience logical and natural consequences</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  3 Year Olds: 10- Demonstrates self-control Progress Monitoring  Skill: 10.2 Wants to complete activities and do them well  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  3 Year Olds: 10- Demonstrates self-control Progress Monitoring  Skill: 10.4 Keeps working on an activity even after setbacks  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  4 year Olds: 13 Demonstrates self-control : Progress Monitoring  Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed  4 year Olds: 13 Demonstrates self-control : Progress Monitoring  Skill: 13.2 Regulates a range of impulses  4 year Olds: 13 Demonstrates self-control : Progress Monitoring  Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently  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</p>
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ENDURING UNDERSTANDING	PS.SE44.	<p>Complete activities that he/she has started</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  3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions  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  3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences  3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects,</p>
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		<p>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>
ENDURING UNDERSTANDING	PS.SE45.	<p>Use materials purposefully, safely, and respectfully</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</p>

		<p>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>
ENDURING UNDERSTANDING	PS.SE46.	<p>Attempt to solve problems in a positive manner</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>

STANDARD / STRAND	DE.EC.PS.SE.	Social Emotional Development (Preschool)
STRAND / INDICATOR		Social Relationships and Cooperation
ENDURING UNDERSTANDING	PS.SE47.	<p>Develop trust in familiar adults and close peers</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: 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>
ENDURING UNDERSTANDING	PS.SE49.	<p>Develop and maintain friendships with peers</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</p>

		<p>Monitoring Skill: 17.4 Initiates play with one or two other children  3 Year Olds: 17- Develops relationships with peers Progress  Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings  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  4 year Olds: 15 Develops relationships with peers: Progress  Monitoring Skill: 15.1 Develops and maintain friendships with other children  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  4 year Olds: 15 Develops relationships with peers: Progress  Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings  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  4 year Olds: 15 Develops relationships with peers: Progress  Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
ENDURING UNDERSTANDING	PS.SE50.	<p>Develop awareness of other's perspectives and to gain an understanding of how their actions impact those around them</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 17- Develops relationships with peers Progress  Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts  3 Year Olds: 17- Develops relationships with peers Progress  Monitoring Skill: 17.2 Recognizes and names the feelings of others  3 Year Olds: 17- Develops relationships with peers Progress  Monitoring Skill: 17.3 Engages in mutual/cooperative play  3 Year Olds: 17- Develops relationships with peers Progress  Monitoring Skill: 17.4 Initiates play with one or two other children  3 Year Olds: 17- Develops relationships with peers Progress  Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings  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: 15 Develops relationships with peers: Progress  Monitoring Skill: 15.1 Develops and maintain friendships with other children  4 year Olds: 15 Develops relationships with peers: Progress  Monitoring Skill: 15.2 Plays cooperatively with a few peers for a</p>



		<p>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>
ENDURING UNDERSTANDING	PS.SE51.	<p>Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)</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</p>



		<p>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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ENDURING UNDERSTANDING	PS.SE52.	<p>Develop ability to initiate and sustain play with peers</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>
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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>
ENDURING UNDERSTANDING	PS.SE53.	<p>Be a helpful member of a group or household through sharing tasks or chores</p> <p><u>Progress Monitoring Skills</u></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: 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>
ENDURING UNDERSTANDING	PS.SE54.	<p>Develop turn taking and negotiation skills</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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STANDARD / STRAND	DE.EC.PS.AL.	APPROACHES TO LEARNING (Preschool)
STRAND / INDICATOR		Initiative and Curiosity
ENDURING UNDERSTANDING	PS.AL31.	<p>Participate in a variety of tasks and activities using all five senses</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 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>
ENDURING UNDERSTANDING	PS.AL32.	<p>Make independent choices during play and throughout the daily routine</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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ENDURING UNDERSTANDING	PS.AL33.	<p>Approach tasks and activities with flexibility, imagination, inventiveness, and confidence</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</p>
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		<p>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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ENDURING UNDERSTANDING	PS.AL34.	<p>Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks</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</p>
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		<p>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</p> <p>Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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STANDARD / STRAND	DE.EC.PS.AL.	APPROACHES TO LEARNING (Preschool)
STRAND / INDICATOR		Engagement and Persistence
ENDURING UNDERSTANDING	PS.AL35.	<p>Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences</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>
ENDURING UNDERSTANDING	PS.AL36.	<p>Begin to develop and follow through with plan for play and other 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</p>

		<p>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>
ENDURING UNDERSTANDING	PS.AL37.	<p>Begin to demonstrate the ability to follow a sequence of steps to create a finished project</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>

STRAND / INDICATOR		Reasoning and Problem Solving
ENDURING UNDERSTANDING	PS.AL38.	<p>Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and 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>
ENDURING UNDERSTANDING	PS.AL39.	<p>Develop the ability to classify, compare, and contrast objects, events, and experiences</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: 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: 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: 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: 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>
ENDURING UNDERSTANDING	PS.AL40.	<p>Demonstrate the ability to sequence events</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>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>

ENDURING UNDERSTANDING	PS.AL41.	<p>Begin to develop the ability to explain and demonstrate strategies to solve problems</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>
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STANDARD / STRAND	DE.EC.PS.LL.	LANGUAGE AND LITERACY (Preschool)
STRAND / INDICATOR		Receptive Communication
ENDURING UNDERSTANDING	PS.LL31.	<p>Respond to their names, requests for action, or information</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>
ENDURING UNDERSTANDING	PS.LL32.	<p>Develop listening, watching, attention, and comprehension skills</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations,</p>

		<p>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>
ENDURING UNDERSTANDING	PS.LL33.	<p>Follow two- or three-step directions</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>
ENDURING UNDERSTANDING	PS.LL34.	<p>Identify particular sounds in the environment through different media</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: 22.1 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>
ENDURING UNDERSTANDING	PS.LL35.	<p>Respond to questions</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>
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STANDARD / STRAND	DE.EC.PS.LL.	LANGUAGE AND LITERACY (Preschool)
STRAND / INDICATOR		Expressive Communication
ENDURING UNDERSTANDING	PS.LL38.	<p>Communicate so they will be understood by peers and adults</p> <p><u>Progress Monitoring Skills</u></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>

ENDURING UNDERSTANDING	PS.LL39.	<p>Play with language such as rhyming</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>
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		4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.4 Begins to identify words that rhyme
ENDURING UNDERSTANDING	PS.LL40.	<p>Use language to enter play situation</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</p>

		Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies
ENDURING UNDERSTANDING	PS.LL42.	<p>Dictate a story to an adult</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, 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>
ENDURING UNDERSTANDING	PS.LL43.	<p>Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or ASL grammatical features</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>4 year Olds: 19 Uses increasingly complex spoken language: Progress Monitoring Skill: 19.1 Uses spoken language that can be easily understood</p>
ENDURING UNDERSTANDING	PS.LL45.	<p>Respond appropriately to messages in conversation</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: 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,</p>

		<p>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>
ENDURING UNDERSTANDING	PS.LL46.	<p>Express emotions through language Expressive Communication</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>
ENDURING UNDERSTANDING	PS.LL47.	<p>Use language appropriately during play Situations</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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ENDURING UNDERSTANDING	PS.LL48.	<p>Experiment with patterns in words</p> <p><u>Progress Monitoring Skills</u></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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STANDARD / STRAND	DE.EC.PS.LL.	LANGUAGE AND LITERACY (Preschool)
STRAND / INDICATOR		Emergent Reading

ENDURING UNDERSTANDING	PS.LL49.	<p>Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities</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>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: 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>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> <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: 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>
ENDURING UNDERSTANDING	PS.LL50.	<p>Show increasing awareness of print, familiar signs, labels, and symbols</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</p>

		<p>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>
ENDURING UNDERSTANDING	PS.LL51.	<p>Identify and name letters of the alphabet</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>
ENDURING UNDERSTANDING	PS.LL52.	<p>Recognize their first name in print written with the first letter in upper case followed by lower-case 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,</p>



		recognizes and names some upper and lower case letters of the alphabet
ENDURING UNDERSTANDING	PS.LL54.	<p>Know the difference between upper- and lower-case letters</p> <p><u>Progress Monitoring Skills</u>  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>
ENDURING UNDERSTANDING	PS.LL55.	<p>Show comprehension by answering questions related to an age-appropriate story that has been read or told</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  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: 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  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>
ENDURING UNDERSTANDING	PS.LL57.	<p>Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom</p> <p><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: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different  3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays  3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language  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>
ENDURING UNDERSTANDING	PS.LL59.	<p>Demonstrate that print represents someone's thoughts and ideas</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</p>

		<p>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</p> <p>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</p> <p>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</p> <p>Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p>
ENDURING UNDERSTANDING	PS.LL60.	<p>Interpret pictures</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her</p> <p>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</p> <p>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</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
ENDURING UNDERSTANDING	PS.LL61.	<p>Hear words in a sentence and syllables in words</p> <p><u>Progress Monitoring Skills</u></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>

<p><b>ENDURING UNDERSTANDING</b></p>	<p><b>PS.LL62.</b></p>	<p>Know that print is read and pictures are not</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><b>ENDURING UNDERSTANDING</b></p>	<p><b>PS.LL63.</b></p>	<p>Use scribbles, symbols, or drawings to share experiences</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>
ENDURING UNDERSTANDING	PS.LL64.	<p>Use a variety of writing tools and materials</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</p>

		<p>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</p> <p>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</p> <p>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> <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>
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ENDURING UNDERSTANDING	PS.LL65.	<p>Trace and copy shapes and letters</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress</p> <p>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</p> <p>Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress</p> <p>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</p> <p>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</p> <p>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</p> <p>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> <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>
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ENDURING UNDERSTANDING	PS.LL66.	<p>Begin to print the letters of their first name</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>3 Year Olds: 29- Use writing for a variety of purposes Progress</p> <p>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</p> <p>Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress</p> <p>Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 24 Demonstrates increasing knowledge of the alphabet:</p> <p>Progress Monitoring Skill: 24.1 With prompting and support, recognizes and names some upper and lower case letters of the alphabet</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p>
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		<p>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</p> <p>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</p> <p>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> <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>
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ENDURING UNDERSTANDING	PS.LL67.	<p>Express self through pretend writing</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress</p> <p>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</p> <p>Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress</p> <p>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</p> <p>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</p> <p>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</p> <p>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> <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:</p> <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:</p> <p>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:</p> <p>31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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ENDURING UNDERSTANDING	PS.LL68.	<p>Write in a variety of formats</p> <p><u>Progress Monitoring Skills</u></p>
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		<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>
ENDURING UNDERSTANDING	PS.LL71.	<p>Develop strength, dexterity, and control needed to use writing tools and materials</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>
ENDURING UNDERSTANDING	PS.LL72.	<p>Develop hand-eye coordination required for written communication</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</p>



		<p>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</p> <p>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</p> <p>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</p> <p>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> <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>
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STANDARD / STRAND	DE.EC.PS.MA.	Mathematics (Preschool)
STRAND / INDICATOR		Number and Operations
ENDURING UNDERSTANDING	PS.MA31.	<p>Develop an awareness of numbers and counting as a means for understanding quantity</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>

ENDURING UNDERSTANDING	PS.MA32.	<p>Recite numbers in sequence</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</p>
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		<p>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>
ENDURING UNDERSTANDING	PS.MA34	<p>Use one-to-one correspondence when counting</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>
ENDURING UNDERSTANDING	PS.MA35.	<p>Use language to compare numbers of objects (Ex: more, less, same)</p> <p><u>Progress Monitoring Skills</u></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>
ENDURING UNDERSTANDING	PS.MA36.	<p>Determine quantity or “how many”</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</p>

		<p>recognizes and names how many items are in a set up to three items  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  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  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  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)  4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5  Practices combining, separating, and naming quantities  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)  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>
ENDURING UNDERSTANDING	PS.MA37.	<p>Understand numbers and number concepts as they relate to everyday life</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  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  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  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>
ENDURING UNDERSTANDING	PS.MA39.	<p>Understand the concept of how numbers relate to quantity</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  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  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  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  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  4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3</p>

		<p>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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<b>STANDARD / STRAND</b>	<b>DE.EC.PS.MA.</b>	<b>Mathematics (Preschool)</b>
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<b>STRAND / INDICATOR</b>		<b>Geometry and Spatial Sense</b>
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<b>ENDURING UNDERSTANDING</b>	<b>PS.MA40.</b>	<p>Begin to recognize, name, describe, build, and draw two and three dimensional shapes</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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<b>ENDURING UNDERSTANDING</b>	<b>PS.MA41.</b>	<p>Put together and take apart increasingly more difficult puzzles</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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<b>ENDURING UNDERSTANDING</b>	<b>PS.MA42.</b>	<p>Describe how shapes are the same or different (Ex: size, shape, color)</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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ENDURING UNDERSTANDING	PS.MA43.	<p>Demonstrate and describe positions of objects</p> <p><u>Progress Monitoring Skills</u></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>
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STANDARD / STRAND	DE.EC.PS.MA.	Mathematics (Preschool)
STRAND / INDICATOR		Patterns
ENDURING UNDERSTANDING	PS.MA44.	<p>Recognize, copy, and extend simple patterns with a variety of materials</p> <p><u>Progress Monitoring Skills</u></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>

ENDURING UNDERSTANDING	PS.MA45.	<p>Arrange objects in a series according to one attribute (Ex: shape, size, texture, or color)</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</p>
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		<p>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>
ENDURING UNDERSTANDING	PS.MA47.	<p>Sort and match a variety of concrete objects according to attributes (Ex: color, size, 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>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>
<b>STANDARD / STRAND</b>	<b>DE.EC.PS.MA.</b>	<b>Mathematics (Preschool)</b>
<b>STRAND / INDICATOR</b>		<b>Measurement</b>
ENDURING UNDERSTANDING	PS.MA48.	<p>Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures</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: 32.1 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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ENDURING UNDERSTANDING	PS.MA49.	<p>Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)</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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ENDURING UNDERSTANDING	PS.MA50.	<p>Begin to compare and sort according to measurement attributes (length, size, weight)</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>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>
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STANDARD / STRAND	DE.EC.PS.MA.	Mathematics (Preschool)
STRAND / INDICATOR		Data Analysis
ENDURING UNDERSTANDING	PS.MA52.	Begin to compare and interpret data collected



		<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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STANDARD / STRAND	DE.EC.PS.S.	Science (Preschool)
STRAND / INDICATOR		Sensory Awareness
ENDURING UNDERSTANDING	PS.SC31.	<p>Use senses in purposeful ways to gather information and explore the environment</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 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</p>

		<p>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>
ENDURING UNDERSTANDING	PS.SC32.	<p>Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense</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 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:</p> <p>31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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STANDARD / STRAND	DE.EC.PS.S.	Science (Preschool)
STRAND / INDICATOR		Scientific Exploration
ENDURING UNDERSTANDING	PS.SC34.	<p>Use materials and tools appropriate for problem solving and exploration</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:</p> <p>36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.1 Independently investigates objects and toys that require positioning and movement</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.2 Investigates different types or speeds of motion</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.3 Explores and identifies physical properties and states of matter of common classroom objects</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.4 Uses classroom objects that function as simple machines</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p> <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:</p> <p>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:</p> <p>31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>

STANDARD / STRAND	DE.EC.PS.S.	Science (Preschool)
STRAND / INDICATOR		Scientific Inquiry
ENDURING UNDERSTANDING	PS.SC35.	<p>Ask scientific questions</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:</p> <p>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:</p>

		<p>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>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:</p> <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:</p> <p>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:</p> <p>31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
ENDURING UNDERSTANDING	PS.SC36.	<p>Investigate and explore their questions using observations and previous experience to make predictions</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:</p> <p>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:</p> <p>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>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</p>

		<p>describes the functions of a few body 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>
ENDURING UNDERSTANDING	PS.SC38.	<p>Use data from an investigation or exploration to draw conclusions and communicate 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</p>

		<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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STANDARD / STRAND	DE.EC.PS.S.	Science (Preschool)
STRAND / INDICATOR		Scientific Knowledge – Living Things
ENDURING UNDERSTANDING	PS.SC39.	<p>Observe, describe, and discuss the natural world of people, animals and plants</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: 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:</p>

		<p>31.1 Uses senses to observe, classify, and learn about objects and environment 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 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 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 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 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 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 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 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>
ENDURING UNDERSTANDING	PS.SC40.	<p>Recognize categories of people, plants, and animals and describe similarities and differences among them</p> <p><u>Progress Monitoring Skills</u> 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 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 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 4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Observes, explores, and describes a variety of animals and plants 4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Describes their basic needs and life cycles of living things 4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.3 Discriminates between living organisms and nonliving materials 4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.4 Identifies and describes the functions of many body parts</p>



ENDURING UNDERSTANDING	PS.SC41.	<p>Recognize people, plants and animals grow and change over time and need certain things to survive</p> <p><u>Progress Monitoring Skills</u>  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  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  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  4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Observes, explores, and describes a variety of animals and plants  4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Describes their basic needs and life cycles of living things  4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.3 Discriminates between living organisms and nonliving materials  4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.4 Identifies and describes the functions of many body parts</p>
ENDURING UNDERSTANDING	PS.SC42.	<p>Demonstrate respect for living Things</p> <p><u>Progress Monitoring Skills</u>  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  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  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  3 Year Olds: 40- Demonstrates an awareness of and the need to protect his/her environment Progress Monitoring Skill: 40.1 Participates in efforts to protect the environment  4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Observes, explores, and describes a variety of animals and plants  4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Describes their basic needs and life cycles of living things  4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.3 Discriminates between living organisms and nonliving materials  4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.4 Identifies and describes the functions of many body parts  4 year Olds: 35 Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Understands that people have an impact on the environment and participate in efforts to protect the environment</p>

<p><b>ENDURING UNDERSTANDING</b></p>	<p><b>PS.SC43.</b></p>	<p>Observe, and discuss physical properties of non-living things, both natural and human made</p> <p><u>Progress Monitoring Skills</u>  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  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  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  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  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  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  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><b>ENDURING UNDERSTANDING</b></p>	<p><b>PS.SC44.</b></p>	<p>Recognize categories of non-living things and describe similarities and differences among them</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.2 Investigates different types or speeds of motion  3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.3 Explores and identifies physical properties and states of matter of common classroom objects  3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.4 Uses classroom objects that function as simple machines  4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Explores and describes position and movement of objects and toys  4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Observes and communicates effects of gravity on objects  4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Investigates and describes different types or speeds of motion  4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Describes materials by their physical properties and states of matter  4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.6 Uses classroom objects to function as simple machines to enhance child directed play</p>

ENDURING UNDERSTANDING	PS.SC45.	<p>Explore objects, machines, technology and structures</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.1 Independently investigates objects and toys that require positioning and movement</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.2 Investigates different types or speeds of motion</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.3 Explores and identifies physical properties and states of matter of common classroom objects</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.4 Uses classroom objects that function as simple machines</p> <p>4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.1 Explores and describes position and movement of objects and toys</p> <p>4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.2 Observes and communicates effects of gravity on objects</p> <p>4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.3 Investigates and describes different types or speeds of motion</p> <p>4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.5 Describes materials by their physical properties and states of matter</p> <p>4 year Olds: 34 Demonstrates knowledge related to physical science: Progress Monitoring Skill: 34.6 Uses classroom objects to function as simple machines to enhance child directed play</p>
ENDURING UNDERSTANDING	PS.SC46.	<p>Experiment with effects of their own actions on objects</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>
STANDARD / STRAND	DE.EC.PS.S.	Science (Preschool)
STRAND / INDICATOR		Scientific Knowledge – Earth and Sky
ENDURING UNDERSTANDING	PS.SC47.	<p>Observe, describe, and discuss changes in the seasons and the weather</p> <p><u>Progress Monitoring Skills</u></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</p>

		<p>daytime and nighttime cycles</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>
ENDURING UNDERSTANDING	PS.SC48.	<p>Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand and water)</p> <p><u>Progress Monitoring Skills</u></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>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>
ENDURING UNDERSTANDING	PS.SC49.	<p>Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky</p> <p><u>Progress Monitoring Skills</u></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>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</p>

		<p>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</p> <p>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</p> <p>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</p> <p>Uses appropriate vocabulary to discuss climate and changes in weather</p>
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STANDARD / STRAND	DE.EC.PS.S.	Science (Preschool)
STRAND / INDICATOR		Scientific Knowledge – Environment
ENDURING UNDERSTANDING	PS.SC50.	<p>Explore how the environment is affected by what people do</p> <p><u>Progress Monitoring Skills</u></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</p> <p>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: 40- Demonstrates an awareness of and the need to protect his/her environment Progress Monitoring Skill: 40.1</p> <p>Participates in efforts to protect the environment</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Observes, explores, and describes a variety of animals and plants</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Describes their basic needs and life cycles of living things</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.3 Discriminates between living organisms and nonliving materials</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.4 Identifies and describes the functions of many body parts</p> <p>4 year Olds: 35 Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1</p> <p>Understands that people have an impact on the environment and participate in efforts to protect the environment</p>

ENDURING UNDERSTANDING	PS.SC51.	<p>Describe and engage in activities that preserve the environment</p> <p><u>Progress Monitoring Skills</u></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</p> <p>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</p>
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		<p>describes the functions of a few body parts</p> <p>3 Year Olds: 40- Demonstrates an awareness of and the need to protect his/her environment Progress Monitoring Skill: 40.1 Participates in efforts to protect the environment</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Observes, explores, and describes a variety of animals and plants</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Describes their basic needs and life cycles of living things</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.3 Discriminates between living organisms and nonliving materials</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.4 Identifies and describes the functions of many body parts</p> <p>4 year Olds: 35 Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Understands that people have an impact on the environment and participate in efforts to protect the environment</p>
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STANDARD / STRAND	DE.EC.PS.MM.	My Family, My Community, My World (Preschool)
STRAND / INDICATOR		My Family and My Community Culture
ENDURING UNDERSTANDING	PS.MM31.	<p>Understand the concept of belonging to a family</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>
ENDURING UNDERSTANDING	PS.MM32.	<p>Begin to develop an awareness of their family's 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 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</p>



		<p>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</p> <p>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</p> <p>Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
ENDURING UNDERSTANDING	PS.MM33.	<p>Begin to develop an awareness of the cultures of other children and adults in their group and community</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress</p> <p>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</p> <p>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</p> <p>Monitoring Skill: 41.3 Asks simple questions about others' cultures</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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
ENDURING UNDERSTANDING	PS.MM34.	<p>Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress</p> <p>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</p>

		<p>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: 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>
ENDURING UNDERSTANDING	PS.MM35.	<p>Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)</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>
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STANDARD / STRAND	DE.EC.PS.MM.	My Family, My Community, My World (Preschool)
STRAND / INDICATOR		Past, Present and Future History
ENDURING UNDERSTANDING	PS.MM36.	<p>Develop emerging concept of time through daily schedule and routines</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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ENDURING UNDERSTANDING	PS.MM38.	<p>Talk about events that may happen in the near 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>
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ENDURING UNDERSTANDING	PS.MM39.	<p>Begin to understand that things, people, and places change over time</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>
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STANDARD / STRAND	DE.EC.PS.MM.	My Family, My Community, My World (Preschool)
STRAND / INDICATOR		Places and Spaces Geography
ENDURING UNDERSTANDING	PS.MM40.	<p>Be familiar with information about where they live, including their address</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 43- Demonstrates an awareness of geography in his/her community Progress Monitoring Skill: 43.1 Identifies locations of people and objects</p> <p>3 Year Olds: 43- Demonstrates an awareness of geography in his/her community Progress Monitoring Skill: 43.2 Identifies and describe aspects of his/her community</p>

ENDURING UNDERSTANDING	PS.MM41.	<p>Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right)</p> <p><u>Progress Monitoring Skills</u></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</p>
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		<p>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>
ENDURING UNDERSTANDING	PS.MM43.	<p>Develop an awareness of the natural environment surrounding them outdoors</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 35 Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Understands that people have an impact on the environment and participate in efforts to protect the environment</p>
ENDURING UNDERSTANDING	PS.MM44.	<p>Begin to understand the relationship between humans and the natural environment</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 40- Demonstrates an awareness of and the need to protect his/her environment Progress Monitoring Skill: 40.1 Participates in efforts to protect the environment</p> <p>4 year Olds: 35 Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Understands that people have an impact on the environment and participate in efforts to protect the environment</p>
<b>STANDARD / STRAND</b>	<b>DE.EC.PS.MM.</b>	<b>My Family, My Community, My World (Preschool)</b>
<b>STRAND / INDICATOR</b>		<b>Working Together – Government and Communities</b>
ENDURING UNDERSTANDING	PS.MM45.	<p>Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.1 Completes jobs to contribute to his/her community</p> <p>3 Year Olds: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.2 Recognizes a variety of occupations and work associated with them</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.5 Describes roles and responsibilities of a variety of occupations</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.6 Describes how people interact economically and how goods and services are exchanged</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.7 Explores the uses of technology and understand its role in the environment</p>
ENDURING UNDERSTANDING	PS.MM46.	<p>With support begin to develop problem solving skills</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: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.2 Recognizes a variety of occupations and work associated with them</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: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.5 Describes roles and responsibilities of a variety of occupations</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.6 Describes how people interact economically and how goods and services are exchanged</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.7 Explores the uses of technology and understand its role 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>
ENDURING UNDERSTANDING	PS.MM47.	<p>Help to create rules</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: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer</p>



		<p>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>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>
ENDURING UNDERSTANDING	PS.MM48.	<p>Develop awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other</p> <p><u>Progress Monitoring Skills</u></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</p>



		<p>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: 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: 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> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.5 Describes roles and responsibilities of a variety of occupations</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.6 Describes how people interact economically and how goods and services are exchanged</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.7 Explores the uses of technology and understand its role in the environment</p> <p>4 year Olds: 38 Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.2 Creates simple representations of home, school, and community</p> <p>4 year Olds: 38 Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.3 Identifies and describes aspects of his/her community</p> <p>4 year Olds: 38 Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.4 Explores maps and globes</p> <p>4 year Olds: 38 Demonstrates an understanding of citizenship : Progress Monitoring Skill: 38.1 Identifies important American symbols, recites the Pledge of Allegiance, identifies the flag of the United States and the state flag</p>
ENDURING UNDERSTANDING	PS.MM49.	<p>Perform simple tasks within the home, early childhood group, or community</p> <p><u>Progress Monitoring Skills</u></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: 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: 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> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.5 Describes roles and responsibilities of a variety of occupations</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.6 Describes how people interact economically and how goods and services are exchanged</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.7 Explores the uses of technology and understand its role in the environment</p> <p>4 year Olds: 38 Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.2 Creates simple representations of home, school, and community</p> <p>4 year Olds: 38 Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.3 Identifies and describes aspects of his/her community</p> <p>4 year Olds: 38 Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.4 Explores maps and globes</p> <p>4 year Olds: 38 Demonstrates an understanding of citizenship : Progress Monitoring Skill: 38.1 Identifies important American symbols, recites the Pledge of Allegiance, identifies the flag of the United States and the state flag</p>
ENDURING UNDERSTANDING	PS.MM50.	<p>Participate in group decision</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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STANDARD / STRAND	DE.EC.PS.MM.	My Family, My Community, My World (Preschool)
STRAND / INDICATOR		Making Money and Resources – Economics
ENDURING UNDERSTANDING	PS.MM51.	<p>Explore the concept of money, including what it is and how it is used</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.1 Completes jobs to contribute to his/her community</p> <p>3 Year Olds: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.2 Recognizes a variety of occupations and work associated with them</p>
ENDURING UNDERSTANDING	PS.MM52.	<p>Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.2 Recognizes a variety of occupations and work associated with them</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.5 Describes roles and responsibilities of a variety of occupations</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.6 Describes how people interact economically and how goods and services are exchanged</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.7 Explores the uses of technology and understand its role in the environment</p>
ENDURING UNDERSTANDING	PS.MM53.	<p>Begin to understand how people make and consume goods and services</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.1 Completes jobs to contribute to his/her community</p> <p>3 Year Olds: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.2 Recognizes a variety of occupations and work associated with them</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.5 Describes roles and responsibilities of a variety of occupations</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.6 Describes how people interact economically and how goods and services are exchanged</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her</p>

		community: Progress Monitoring Skill: 38.7 Explores the uses of technology and understand its role in the environment
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ENDURING UNDERSTANDING	PS.MM54.	<p>Begin to understand wants versus basic necessities</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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STANDARD / STRAND	DE.EC.PS.CE.	CREATIVE EXPRESSION (Preschool)
STRAND / INDICATOR		Music
ENDURING UNDERSTANDING	PS.CE31.	<p>Develop awareness of different musical instruments, tones patterns/rhythms and tempos</p> <p><u>Progress Monitoring Skills</u></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>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>

ENDURING UNDERSTANDING	PS.CE32.	<p>Initiate and recall patterns, songs, rhythms, and rhymes</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>
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		<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>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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ENDURING UNDERSTANDING	PS.CE33.	<p>Be exposed to music from other cultures</p> <p><u>Progress Monitoring Skills</u></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>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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ENDURING UNDERSTANDING	PS.CE34.	<p>Sing a variety of simple songs in various keys</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>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>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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STANDARD / STRAND	DE.EC.PS.CE.	CREATIVE EXPRESSION (Preschool)
STRAND / INDICATOR		Movement and Dance
ENDURING UNDERSTANDING	PS.CE35.	<p>Express through movement what is felt and heard in various rhythmic patterns</p> <p><u>Progress Monitoring Skills</u></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: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p>

ENDURING UNDERSTANDING	PS.CE36.	<p>Demonstrate an awareness of different musical tempos, patterns, and beats through movement</p> <p><u>Progress Monitoring Skills</u>  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  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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ENDURING UNDERSTANDING	PS.CE37.	<p>Gain awareness of different cultures through experiences with a variety of music and movement activities</p> <p><u>Progress Monitoring Skills</u>  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  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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ENDURING UNDERSTANDING	PS.CE38.	<p>Experience and use movement to reinforce learning in other curricular areas</p> <p><u>Progress Monitoring Skills</u>  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  4 year Olds: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p>
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STANDARD / STRAND	DE.EC.PS.CE.	CREATIVE EXPRESSION (Preschool)
STRAND / INDICATOR		Visual Arts
ENDURING UNDERSTANDING	PS.CE39.	<p>Show interest using different art media and materials in a variety of ways for creative expression and representation</p> <p><u>Progress Monitoring Skills</u>  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  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  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  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  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  4 year Olds: 41 Creates, observes, and analyzes visual art forms to</p>

		develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences
ENDURING UNDERSTANDING	PS.CE40.	<p>Plan and create original drawings, paintings, models, and other art creations using a variety of media</p> <p><u>Progress Monitoring Skills</u></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: 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>
ENDURING UNDERSTANDING	PS.CE41.	<p>Share experiences, ideas, and thoughts about artistic creations</p> <p><u>Progress Monitoring Skills</u></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: 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>
ENDURING UNDERSTANDING	PS.CE42.	<p>Use a variety of art materials and activities for sensory experiences</p> <p><u>Progress Monitoring Skills</u></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: 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>
ENDURING UNDERSTANDING	PS.CE43.	<p>Express interest in and show respect for the creative work of others</p> <p><u>Progress Monitoring Skills</u></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: 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>
ENDURING UNDERSTANDING	PS.CE44.	<p>Express experiences and feelings through a variety of artistic processes and creations</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>
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STANDARD / STRAND	DE.EC.PS.CE.	CREATIVE EXPRESSION (Preschool)
STRAND / INDICATOR		Dramatic Play
ENDURING UNDERSTANDING	PS.CE45.	<p>Represent fantasy and real-life experiences through pretend play</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>

ENDURING UNDERSTANDING	PS.CE46.	<p>Show imagination and creativity in play</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: 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: 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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ENDURING UNDERSTANDING	PS.CE47.	Participate in adult-guided dramatic activities
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		<p><b><u>Progress Monitoring Skills</u></b></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: 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: 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>
ENDURING UNDERSTANDING	PS.CE48.	<p>Engage in cooperative pretend play with another child</p> <p><b><u>Progress Monitoring Skills</u></b></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>

<b>STRAND / INDICATOR</b>		<b>Fine Motor</b>
<b>ENDURING UNDERSTANDING</b>	<b>PS.PD31.</b>	<p>Develop strength, small-motor control, and coordination through daily activities</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>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>
<b>ENDURING UNDERSTANDING</b>	<b>PS.PD32.</b>	<p>Develop and use eye-hand coordination to perform a variety of tasks</p> <p><b>Fine Motor</b></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>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>
<b>ENDURING UNDERSTANDING</b>	<b>PS.PD33.</b>	<p>Explore and experiment with a variety of tools</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>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>
<b>STANDARD / STRAND</b>	<b>DE.EC.PS.PD.</b>	<b>Physical Development and Health (Preschool)</b>
<b>STRAND / INDICATOR</b>		<b>Gross Motor</b>

ENDURING UNDERSTANDING	PS.PD34.	<p>Increase strength, balance, coordination, flexibility, stamina, and control in motor activities</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  3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance  4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks  4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p>
ENDURING UNDERSTANDING	PS.PD35.	<p>Demonstrate body and space awareness, to move and stop with control over speed and direction</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  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  3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task  3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance  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  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  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  4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks  4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities  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  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  4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
ENDURING UNDERSTANDING	PS.PD36.	<p>Develop the ability to coordinate increasingly complex movements</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 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance 4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks 4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities
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STANDARD / STRAND	DE.EC.PS.PD.	Physical Development and Health (Preschool)
STRAND / INDICATOR		Health Awareness and Practice
ENDURING UNDERSTANDING	PS.PD37.	Expand knowledge and respect for their bodies  <u>Progress Monitoring Skills</u> 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 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 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 4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Observes, explores, and describes a variety of animals and plants 4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Describes their basic needs and life cycles of living things 4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.3 Discriminates between living organisms and nonliving materials 4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.4 Identifies and describes the functions of many body parts
ENDURING UNDERSTANDING	PS.PD38.	Engage in daily physical activity, both indoors and outdoors  <u>Progress Monitoring Skills</u> 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
ENDURING UNDERSTANDING	PS.PD39.	Learn about and practice health and hygiene routines  <u>Progress Monitoring Skills</u> 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

ENDURING UNDERSTANDING	PS.PD40.	<p>Experience and learn about healthy lifestyle practices</p> <p><u>Progress Monitoring Skills</u></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>
ENDURING UNDERSTANDING	PS.PD41.	<p>Learn about and demonstrate safe behaviors and accident prevention</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>

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