



# Curriculum Alignment with

## Florida Early Learning and Developmental Standards

Grade: **Ages 3-5** - Adopted: **2017**

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.I.A.</b>	<b>HEALTH AND WELLBEING</b>
<b>BENCHMARK</b>	<b>36-48.I.A.a.</b>	<b>Active Physical Play</b>
<b>INDICATOR</b>	<b>36-48.I.A.a.1.</b>	Engages in physical activities with increasing balance, coordination, endurance and intensity
<b>EXPECTATION</b>	<b>36-48.I.A.a.1.a.</b>	Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)  <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

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.I.A.</b>	<b>HEALTH AND WELLBEING</b>
<b>BENCHMARK</b>	<b>36-48.I.A.b.</b>	<b>Safety</b>
<b>INDICATOR</b>	<b>36-48.I.A.b.1.</b>	Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
<b>EXPECTATION</b>	<b>36-48.I.A.b.1.a.</b>	Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)  <u>Progress Monitoring Skills</u> 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed 3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices 4 year Olds: 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

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.I.A.</b>	<b>HEALTH AND WELLBEING</b>
<b>BENCHMARK</b>	<b>36-48.I.A.c.</b>	<b>Personal Care Routines</b>

INDICATOR	36-48.I.A.c.1.	Responds to and initiates care routines that support personal hygiene
EXPECTATION	36-48.I.A.c.1.a.	Carries out familiar hygiene routines with occasional reminders of how to do them  <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

BODY OF KNOWLEDGE	FL.36-48.I.	PHYSICAL DEVELOPMENT DOMAIN (36-48 months)
BIG IDEA	36-48.I.A.	HEALTH AND WELLBEING
BENCHMARK	36-48.I.A.d.	Feeding and Nutrition
INDICATOR	36-48.I.A.d.1.	Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
EXPECTATION	36-48.I.A.d.1.a.	Serves self or others by scooping or pouring from containers  <u>Progress Monitoring Skills</u> 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices 4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals 4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods

EXPECTATION	36-48.I.A.d.1.b.	Begins to recognize nutritious food choices and healthy eating habits  <u>Progress Monitoring Skills</u> 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack 3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices 4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals 4 year Olds: 02 Participates in activities related to nutrition: Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods
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BIG IDEA	36-48.I.B.	MOTOR DEVELOPMENT
BENCHMARK	36-48.I.B.a.	Gross Motor Development
INDICATOR	36-48.I.B.a.1.	Demonstrates use of large muscles for movement, position, strength and coordination
EXPECTATION	36-48.I.B.a.1.a.	Begins to balance, such as on one leg or a beam, for short periods  <u>Progress Monitoring Skills</u>

		<p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p>
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EXPECTATION	36-48.I.B.a.1.c.	<p>Engages in physical activity that requires strength and stamina for brief periods</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.3 Actively participates in a variety of both structured and unstructured indoor and outdoor activities to increase strength, endurance, and flexibility</p>
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<b>BIG IDEA</b>	<b>36-48.I.B.</b>	<b>MOTOR DEVELOPMENT</b>
<b>BENCHMARK</b>	<b>36-48.I.B.a.</b>	<b>Gross Motor Development</b>
<b>INDICATOR</b>	<b>36-48.I.B.a.2.</b>	<b>Demonstrates use of large muscles to move in the environment</b>
<b>EXPECTATION</b>	<b>36-48.I.B.a.2.a.</b>	<p>Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p>

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.I.B.</b>	<b>MOTOR DEVELOPMENT</b>
<b>BENCHMARK</b>	<b>36-48.I.B.b.</b>	<b>Gross Motor Perception (Sensorimotor)</b>
<b>INDICATOR</b>	<b>36-48.I.B.b.1.</b>	<b>Uses perceptual information to guide motions and interactions with objects and other people</b>
<b>EXPECTATION</b>	<b>36-48.I.B.b.1.a.</b>	<p>Begins to act and move with purpose and recognizes differences in direction, distance and location</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space</p>

		<p>and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
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EXPECTATION	36-48.I.B.b.1.b.	<p>Demonstrates awareness of own body in relation to others</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
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BODY OF KNOWLEDGE	FL.36-48.I.	PHYSICAL DEVELOPMENT DOMAIN (36-48 months)
BIG IDEA	36-48.I.B.	MOTOR DEVELOPMENT
BENCHMARK	36-48.I.B.c.	Fine Motor Development
INDICATOR	36-48.I.B.c.1.	Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

EXPECTATION	36-48.I.B.c.1.a.	<p>Uses various drawing and art tools with developing coordination</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.1 Refines grasp to manipulate tools and objects</p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.2 Uses hand-eye coordination to manipulate smaller objects with increasing control</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.1 Performs fine-motor tasks that require small-muscle strength and control</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.2 Uses hand-eye coordination to manipulate small objects with ease</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.3 Performs more complex fine motor tasks with accuracy 50% of the time</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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BIG IDEA	36-48.I.B.	MOTOR DEVELOPMENT
BENCHMARK	36-48.I.B.c.	Fine Motor Development
INDICATOR	36-48.I.B.c.2.	Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision
EXPECTATION	36-48.I.B.c.2.b.	<p>Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.1 Refines grasp to manipulate tools and objects</p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.2 Uses hand-eye coordination to manipulate smaller objects with increasing control</p> <p>3 Year Olds: 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</p>

		<p>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>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>
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BODY OF KNOWLEDGE	FL.36-48.II.	APPROACHES TO LEARNING DOMAIN (36-48 months)
BIG IDEA	36-48.II.A.	EAGERNESS AND CURIOSITY
BENCHMARK	36-48.II.A.1.	<p>Shows curiosity and is eager to learn new things and have new 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</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 demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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BODY OF KNOWLEDGE	FL.36-48.II.	APPROACHES TO LEARNING DOMAIN (36-48 months)
BIG IDEA	36-48.II.B.	PERSISTENCE
BENCHMARK	36-48.II.B.1.	<p>Sustains attention for brief periods and finds help when needed</p> <p><u>Progress Monitoring Skills</u></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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BIG IDEA	36-48.II.C.	CREATIVITY AND INVENTIVENESS
BENCHMARK	36-48.II.C.1.	<p>Approaches daily activities with creativity</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: 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</p>



		<p>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>
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BODY OF KNOWLEDGE	FL.36-48.II.	APPROACHES TO LEARNING DOMAIN (36-48 months)
BIG IDEA	36-48.II.D.	PLANNING AND REFLECTION
BENCHMARK	36-48.II.D.1.	<p>Shows initial signs of planning and learning from their 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: 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: 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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BODY OF KNOWLEDGE	FL.36-48.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)
BIG IDEA	36-48.III.A.	EMOTIONAL FUNCTIONING
BENCHMARK	36-48.III.A.1.	Expresses, identifies and responds to a range of emotions
INDICATOR	36-48.III.A.1.a.	<p>Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)</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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.III.A.</b>	<b>EMOTIONAL FUNCTIONING</b>
<b>BENCHMARK</b>	<b>36-48.III.A.2.</b>	<b>Demonstrates appropriate affect (emotional response) between behavior and facial expression</b>
<b>INDICATOR</b>	<b>36-48.III.A.2.a.</b>	<p>Verbalizes own feelings and those of others</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>

		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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BODY OF KNOWLEDGE	FL.36-48.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)
BIG IDEA	36-48.III.B.	MANAGING EMOTIONS
BENCHMARK	36-48.III.B.1.	Demonstrates ability to self-regulate
INDICATOR	36-48.III.B.1.a.	<p>Begins to verbalize their emotions</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.III.B.</b>	<b>MANAGING EMOTIONS</b>
<b>BENCHMARK</b>	<b>36-48.III.B.2.</b>	<b>Attends to sights, sounds, objects, people and activities</b>
<b>INDICATOR</b>	<b>36-48.III.B.2.a.</b>	<p><b>Begins to sustain attention for brief period of time in group activities</b></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: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions  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  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  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  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  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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.III.C.</b>	<b>BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>
<b>BENCHMARK</b>	<b>36-48.III.C.1.</b>	<b>Develops positive relationships with adults</b>
<b>INDICATOR</b>	<b>36-48.III.C.1.a.</b>	<p><b>Develops positive relationships and interacts comfortably with familiar adults</b></p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.1 Seeks out adult for help  3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions  3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts  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  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  4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
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<b>BIG IDEA</b>	<b>36-48.III.C.</b>	<b>BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>
<b>BENCHMARK</b>	<b>36-48.III.C.2.</b>	<b>Develops positive relationships with peers</b>
<b>INDICATOR</b>	<b>36-48.III.C.2.a.</b>	<p>Builds social relationships and becomes more connected to other children</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress 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
INDICATOR	36-48.III.C.2.b.	<p>Demonstrates strategies for entry into social 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> <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
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INDICATOR	36-48.III.C.2.c.	<p>Develops an initial understanding of bullying</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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BODY OF KNOWLEDGE	FL.36-48.III.	SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)
BIG IDEA	36-48.III.C.	BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS
BENCHMARK	36-48.III.C.3.	Develops increasing ability to engage in social problem solving
INDICATOR	36-48.III.C.3.a.	<p>Able to suggest a potential solution to social problems and with adult support is able to follow through</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 16- Develops relationships with adults Progress</p>

		<p>Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress</p> <p>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</p> <p>Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>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</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult's suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p> <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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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.III.C.</b>	<b>BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>
<b>BENCHMARK</b>	<b>36-48.III.C.4.</b>	<b>Exhibits empathy by demonstrating care and concern for others</b>
<b>INDICATOR</b>	<b>36-48.III.C.4.a.</b>	<p>Responds to the emotions of others with comforting words or actions</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p>

		<p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.III.D.</b>	<b>SENSE OF IDENTITY AND BELONGING</b>
<b>BENCHMARK</b>	<b>36-48.III.D.1.</b>	<b>Develops sense of identity and belonging through play</b>
<b>INDICATOR</b>	<b>36-48.III.D.1.a.</b>	<p>Continues to play with preferred playmates</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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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.III.D.</b>	<b>SENSE OF IDENTITY AND BELONGING</b>
<b>BENCHMARK</b>	<b>36-48.III.D.2.</b>	Develops sense of identity and belonging through exploration and persistence
<b>INDICATOR</b>	<b>36-48.III.D.2.a.</b>	<p>Continues sustained independent play and participates in more planned group activities</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: 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</p>

		<p>group discussions</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: 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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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.III.D.</b>	<b>SENSE OF IDENTITY AND BELONGING</b>
<b>BENCHMARK</b>	<b>36-48.III.D.3.</b>	Develops sense of identity and belonging through routines, rituals and interactions
<b>INDICATOR</b>	<b>36-48.III.D.3.a.</b>	<p>Begins to show a willingness to be flexible if routines must change in minor ways</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions</p> <p>4 year Olds: 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: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult's suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.III.D.</b>	<b>SENSE OF IDENTITY AND BELONGING</b>
<b>BENCHMARK</b>	<b>36-48.III.D.4.</b>	Develops sense of self-awareness and independence
<b>INDICATOR</b>	<b>36-48.III.D.4.a.</b>	<p>Increasingly uses words to communicate needs and wants</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</p>

		<p>Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p> <p>Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p> <p>Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
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INDICATOR	36-48.III.D.4.b.	<p>Begins to recognize preferences of others</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p>
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		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
INDICATOR	36-48.III.D.4.c.	<p>Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)</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</p>



		Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community
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INDICATOR	36-48.III.D.4.d.	<p>Begins to identify self as part of a group (e.g., class or family)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- 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: 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> <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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.IV.A.</b>	<b>LISTENING AND UNDERSTANDING</b>
<b>BENCHMARK</b>	<b>36-48.IV.A.1.</b>	<b>Demonstrates understanding when listening</b>
INDICATOR	36-48.IV.A.1.a.	<p>Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>

INDICATOR	36-48.IV.A.1.b.	Shows understanding by answering factual questions and responding appropriately to what is said
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		<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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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.IV.A.</b>	<b>LISTENING AND UNDERSTANDING</b>
<b>BENCHMARK</b>	<b>36-48.IV.A.2.</b>	<b>Increases knowledge through listening</b>
<b>INDICATOR</b>	<b>36-48.IV.A.2.a.</b>	<p>Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection</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>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>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 16 Listens for purpose and comprehension: Progress Monitoring Skill: 16.1 Listen to and follow multi-step directions</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p>
<b>INDICATOR</b>	<b>36-48.IV.A.2.b.</b>	<p>Observes simple aspects of child's world and responds and reacts</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process</p>

	<p>information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 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: 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: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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		<p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.A.	LISTENING AND UNDERSTANDING
BENCHMARK	36-48.IV.A.3.	Follows directions
INDICATOR	36-48.IV.A.3.a.	<p>Achieves mastery of one-step directions and usually follows two-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>

BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.B.	SPEAKING
BENCHMARK	36-48.IV.B.1.	Speaks and is understood when speaking
INDICATOR	36-48.IV.B.1.a.	<p>Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors</p> <p><u>Progress Monitoring Skills</u></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>

BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.C.	VOCABULARY
BENCHMARK	36-48.IV.C.1.	Shows an understanding of words and their meanings (receptive)
INDICATOR	36-48.IV.C.1.a.	<p>Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p>

		<p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.C.	VOCABULARY
BENCHMARK	36-48.IV.C.2.	Uses increased vocabulary to describe objects, actions and events (expressive)
INDICATOR	36-48.IV.C.2.a.	<p>Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p>

INDICATOR	36-48.IV.C.2.b.	<p>Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 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: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and</p>
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		sequence 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting 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 4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.IV.D.</b>	<b>SENTENCES AND STRUCTURE</b>
<b>BENCHMARK</b>	<b>36-48.IV.D.1.</b>	Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
<b>INDICATOR</b>	<b>36-48.IV.D.1.a.</b>	Produces utterances of four to five units of meaning in length  <u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.IV.D.</b>	<b>SENTENCES AND STRUCTURE</b>
<b>BENCHMARK</b>	<b>36-48.IV.D.2.</b>	Connects words, phrases and sentences to build ideas
<b>INDICATOR</b>	<b>36-48.IV.D.2.a.</b>	Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies." "My shirt's got blue flowers.")  <u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures

<b>INDICATOR</b>	<b>36-48.IV.D.2.b.</b>	Asks more complex questions beginning with "is" (e.g., "Is David here?" "What was for lunch?")  <u>Progress Monitoring Skills</u> 3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences 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, people, and experiences 3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and
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		<p>unfamiliar objects in the environment</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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INDICATOR	36-48.IV.D.2.c.	<p>Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p> <p>Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.IV.E.</b>	<b>CONVERSATION</b>
<b>BENCHMARK</b>	<b>36-48.IV.E.1.</b>	Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
INDICATOR	36-48.IV.E.1.a.	<p>Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p> <p>Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 22- Converses and builds understanding</p> <p>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</p> <p>Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding</p> <p>Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding</p> <p>Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p>



		4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed
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BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.E.	CONVERSATION
BENCHMARK	36-48.IV.E.2.	Asks questions, and responds to adults and peers in a variety of settings
INDICATOR	36-48.IV.E.2.a.	<p>Asks and responds to increasingly longer and more complex sentences and simple questions</p> <p><b>Progress Monitoring Skills</b></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: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>

BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.E.	CONVERSATION
BENCHMARK	36-48.IV.E.3.	Demonstrates understanding of the social conventions of communication and language use

INDICATOR	36-48.IV.E.3.a.	<p>Demonstrates awareness of nonverbal conversational rules</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> <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>
INDICATOR	36-48.IV.E.3.b.	<p>Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)</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</p>

		<p>Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial 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>
INDICATOR	36-48.IV.E.3.c.	<p>Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring</p>

		<p>Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p> <p>Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p> <p>Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p> <p>Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial 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>
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BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.F.	EMERGENT READING
BENCHMARK	36-48.IV.F.1.	Shows motivation for and appreciation of reading
INDICATOR	36-48.IV.F.1.a.	<p>Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p>

	<p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.1 Shares self-selected familiar books and engage in pretend reading with others</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.2 Discriminates words from pictures independently</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.3 Independently holds a book right side up and turns pages from left to right</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.5 With adult guidance, points to the title of familiar books or stories and where to begin reading</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 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>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress</p>
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		<p>Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</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>
INDICATOR	36-48.IV.F.1.b.	<p>Begins to make real-world connections between stories and real-life experiences</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p>
INDICATOR	36-48.IV.F.1.c.	<p>Interacts appropriately with books; pretends to read, holds book appropriately or picture reads</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.1 Shares self-selected familiar books and engage in pretend reading with others</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.2 Discriminates words from pictures independently</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.3 Independently holds a book right side up and turns pages from left to right</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.5 With adult guidance, points to the title of familiar books or stories and where to begin reading</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions</p>



		<p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 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>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 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>
INDICATOR	36-48.IV.F.1.d.	<p>Asks to be read to or asks the meaning of written text</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</p>



		<p>(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 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 3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.2 Discriminates words from pictures independently 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 3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print 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 3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions 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 3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p>
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INDICATOR	36-48.IV.F.1.e.	<p>Participates in conversations that demonstrate appreciation of printed materials</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: 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>
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BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.F.	EMERGENT READING
BENCHMARK	36-48.IV.F.2.	Shows age-appropriate phonological awareness

INDICATOR	36-48.IV.F.2.a.	<p>Listens and matches rhythm, volume and pitch of rhymes, songs and chants</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: 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: 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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BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.F.	EMERGENT READING
BENCHMARK	36-48.IV.F.3.	Shows alphabetic and print knowledge
INDICATOR	36-48.IV.F.3.a.	<p>Recognizes that print conveys meaning</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</p>

		<p>independently</p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts</p> <p>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</p> <p>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>
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INDICATOR	36-48.IV.F.3.b.	<p>Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet</p> <p>Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p> <p>4 year Olds: 24 Demonstrates increasing knowledge of the alphabet:</p> <p>Progress Monitoring Skill: 24.1 With prompting and support, recognizes and names some upper and lower case letters of the alphabet</p>
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INDICATOR	36-48.IV.F.3.c.	<p>Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its 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>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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.IV.F.</b>	<b>EMERGENT READING</b>
<b>BENCHMARK</b>	<b>36-48.IV.F.4.</b>	<b>Demonstrates comprehension of books read aloud</b>
<b>INDICATOR</b>	<b>36-48.IV.F.4.a.</b>	<p>Retells or reenacts parts of a story after it is read aloud</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 49- Uses dramatic play to express creativity</p> <p>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</p> <p>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</p> <p>Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p>

		<p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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BODY OF KNOWLEDGE	FL.36-48.IV.	LANGUAGE AND LITERACY DOMAIN (36-48 months)
BIG IDEA	36-48.IV.G.	EMERGENT WRITING
BENCHMARK	36-48.IV.G.1.	<p>Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p>
INDICATOR	36-48.IV.G.1.a.	<p>Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		<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:</p> <p>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:</p> <p>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:</p> <p>31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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BODY OF KNOWLEDGE	FL.36-48.V.	MATHEMATICAL THINKING DOMAIN (36-48 months)
BIG IDEA	36-48.V.A.	NUMBER SENSE
BENCHMARK	36-48.V.A.1.	<p>Subitizes (immediately recognizes without counting) the number of objects in a set of four objects</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence 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 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>
BENCHMARK	36-48.V.A.2.	<p>Counts and identifies the number sequence “1 to 10”</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence 3 Year Olds: 30- Organizes, represents, and builds knowledge of</p>

		<p>quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
BENCHMARK	36-48.V.A.3.	<p>Begins to demonstrate one-to-one correspondence up to 10 during daily routines</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>
BENCHMARK	36-48.V.A.4.	<p>Identifies the last number spoken tells “how many” up to five (cardinality)</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>
BENCHMARK	36-48.V.A.5.	<p>Counts sets constructed by the teacher to five and beyond</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
BENCHMARK	36-48.V.A.6.	<p>Constructs and counts sets of one to five and beyond</p> <p><u>Progress Monitoring Skills</u></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>
BODY OF KNOWLEDGE	FL.36-48.V.	MATHEMATICAL THINKING DOMAIN (36-48 months)
BIG IDEA	36-48.V.B.	NUMBER AND OPERATIONS



BENCHMARK	36-48.V.B.1.	<p>Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems</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 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>
BENCHMARK	36-48.V.B.2.	<p>Changes size of a set of up to five objects by combining and taking away</p> <p><u>Progress Monitoring Skills</u>  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</p>
BODY OF KNOWLEDGE	FL.36-48.V.	MATHEMATICAL THINKING DOMAIN (36-48 months)
BIG IDEA	36-48.V.C.	PATTERNS
BENCHMARK	36-48.V.C.1.	<p>Notifies a pattern with a missing object and completes the pattern by filling in the missing object</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p>

		<p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p>
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<b>BENCHMARK</b>	<b>36-48.V.C.2.</b>	<p>Begins to duplicate a pattern from a model</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.V.</b>	<b>MATHEMATICAL THINKING DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.V.D.</b>	<b>GEOMETRY</b>
<b>BENCHMARK</b>	<b>36-48.V.D.1.</b>	<p>Recognizes and names typical shapes (circle, square, triangle)</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>

<b>BENCHMARK</b>	<b>36-48.V.D.2.</b>	<p>Matches a wider variety of shapes and orientations</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: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 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:</p>
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		<p>Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
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BENCHMARK	36-48.V.D.3.	<p>Explores three-dimensional shapes in the environment through play</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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BODY OF KNOWLEDGE	FL.36-48.V.	MATHEMATICAL THINKING DOMAIN (36-48 months)
BIG IDEA	36-48.V.E.	SPATIAL RELATIONS
BENCHMARK	36-48.V.E.1.	<p>Demonstrates an understanding of basic spatial directions through songs, finger plays and games</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: 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>

BENCHMARK	36-48.V.E.2.	<p>Demonstrates directionality, order and position of objects by following simple directions</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</p>
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		<p>direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
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BODY OF KNOWLEDGE	FL.36-48.V.	MATHEMATICAL THINKING DOMAIN (36-48 months)
BIG IDEA	36-48.V.F.	MEASUREMENT AND DATA
BENCHMARK	36-48.V.F.1.	<p>Uses size words to label objects</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>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>

BENCHMARK	36-48.V.F.2.	<p>Explores two objects by making direct comparisons in length, weight and size using a single attribute</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>
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		<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>
BENCHMARK	36-48.V.F.3.	<p>Measures object attributes using a variety of standard and nonstandard tools with adult guidance</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>
BENCHMARK	36-48.V.F.4.	<p>Participates in group sorting and data collection</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>

		4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VI.</b>	<b>SCIENTIFIC INQUIRY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VI.A.</b>	<b>SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY</b>
<b>BENCHMARK</b>	<b>36-48.VI.A.1.</b>	Uses senses to explore and understand their social and physical environment
<b>INDICATOR</b>	<b>36-48.VI.A.1.a.</b>	<p>Begins to identify each of the five senses and how they relate to the sense organs</p> <p><u>Progress Monitoring Skills</u></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>

<b>INDICATOR</b>	<b>36-48.VI.A.1.b.</b>	<p>Uses senses to observe and experience objects and 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</p>
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		<p>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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BODY OF KNOWLEDGE	FL.36-48.VI.	SCIENTIFIC INQUIRY DOMAIN (36-48 months)
BIG IDEA	36-48.VI.A.	SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY
BENCHMARK	36-48.VI.A.2.	Uses tools in scientific inquiry
INDICATOR	36-48.VI.A.2.a.	<p>Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)</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: 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 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 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 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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VI.</b>	<b>SCIENTIFIC INQUIRY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VI.A.</b>	<b>SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY</b>
<b>BENCHMARK</b>	<b>36-48.VI.A.3.</b>	Uses understanding of causal relationships to act on social and physical environments
<b>INDICATOR</b>	<b>36-48.VI.A.3.a.</b>	<p>Makes simple predictions and reflects on what caused something to happen</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 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 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 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 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 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:</p>

		<p>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:</p> <p>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:</p> <p>31.4 Experiments, compares, and formulates hypotheses related to scientific properties  4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
INDICATOR	36-48.VI.A.3.b.	<p>Participates in and discusses simple experiments</p> <p><u>Progress Monitoring Skills</u>  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  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  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  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  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  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: 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  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</p>
INDICATOR	36-48.VI.A.3.c.	<p>Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)</p>

		<p><b><u>Progress Monitoring Skills</u></b></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 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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BODY OF KNOWLEDGE	FL.36-48.VI.	SCIENTIFIC INQUIRY DOMAIN (36-48 months)
BIG IDEA	36-48.VI.B.	LIFE SCIENCE
BENCHMARK	36-48.VI.B.1.	Demonstrates knowledge related to living things and their environments
INDICATOR	36-48.VI.B.1.a.	<p>Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)</p> <p><b><u>Progress Monitoring Skills</u></b></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>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</p>

		<p>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>
INDICATOR	36-48.VI.B.1.c.	<p>Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)</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 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: 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>
INDICATOR	36-48.VI.B.1.d.	<p>Explores the differences between living and non-living things</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 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: 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>
INDICATOR	36-48.VI.B.1.e.	<p>Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)</p>

		<p><b>Progress Monitoring Skills</b></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: 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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VI.</b>	<b>SCIENTIFIC INQUIRY DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VI.C.</b>	<b>PHYSICAL SCIENCE</b>
<b>BENCHMARK</b>	<b>36-48.VI.C.1.</b>	<b>Demonstrates knowledge related to physical science</b>
<b>INDICATOR</b>	<b>36-48.VI.C.1.a.</b>	<p>Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)</p> <p><b>Progress Monitoring Skills</b></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: 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>
INDICATOR	36-48.VI.C.1.b.	<p>Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)</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>
INDICATOR	36-48.VI.C.1.c.	<p>Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)</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</p>

		<p>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>
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INDICATOR	36-48.VI.C.1.d.	<p>Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)</p> <p><u>Progress Monitoring Skills</u></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>
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BODY OF KNOWLEDGE	FL.36-48.VI.	SCIENTIFIC INQUIRY DOMAIN (36-48 months)
BIG IDEA	36-48.VI.D.	EARTH AND SPACE SCIENCE
BENCHMARK	36-48.VI.D.1.	Demonstrates knowledge related to the dynamic properties of earth and sky
INDICATOR	36-48.VI.D.1.a.	Investigates and asks questions about the properties of water using adult- and child-directed activities



		<u>Progress Monitoring Skills</u> 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
INDICATOR	36-48.VI.D.1.b.	Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities  <u>Progress Monitoring Skills</u> 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
INDICATOR	36-48.VI.D.1.c.	Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)  <u>Progress Monitoring Skills</u> 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

INDICATOR	36-48.VI.D.1.d.	<p>Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play</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>
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INDICATOR	36-48.VI.D.1.e.	<p>Observes and discusses weather changes day to day</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>
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BODY OF KNOWLEDGE	FL.36-48.VI.	SCIENTIFIC INQUIRY DOMAIN (36-48 months)
BIG IDEA	36-48.VI.E.	ENVIRONMENT
BENCHMARK	36-48.VI.E.1.	Demonstrates awareness of relationship to people, objects and living/non-living things in their environment
INDICATOR	36-48.VI.E.1.a.	<p>Describes familiar people and objects in the 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>
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INDICATOR	36-48.VI.E.1.b.	<p>Participates in activities to protect 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 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 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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BODY OF KNOWLEDGE	FL.36-48.VI.	SCIENTIFIC INQUIRY DOMAIN (36-48 months)
BIG IDEA	36-48.VI.F.	ENGINEERING AND TECHNOLOGY
BENCHMARK	36-48.VI.F.1.	Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures
INDICATOR	36-48.VI.F.1.b.	<p>Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)</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>
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INDICATOR	36-48.VI.F.1.c.	<p>Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things apart and invents new structures using the parts</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VII.</b>	<b>SOCIAL STUDIES DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VII.A.</b>	<b>CULTURE</b>
<b>BENCHMARK</b>	<b>36-48.VII.A.1.</b>	<p>Begins to identify self as a member of a culture</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</p>

		<p>celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <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>
BENCHMARK	36-48.VII.A.2.	<p>Begins to understand everyone belongs to a culture</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: 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>
BENCHMARK	36-48.VII.A.3.	<p>Explores culture of peers and families (classroom)</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: 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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BODY OF KNOWLEDGE	FL.36-48.VII.	SOCIAL STUDIES DOMAIN (36-48 months)
BIG IDEA	36-48.VII.B.	INDIVIDUAL DEVELOPMENT AND IDENTITY
BENCHMARK	36-48.VII.B.1.	<p>Recognizes characteristics of self as an individual</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>
BENCHMARK	36-48.VII.B.2.	<p>Recognizes the ways self is similar to and different from peers and others</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family</p>



		<p>roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VII.</b>	<b>SOCIAL STUDIES DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VII.C.</b>	<b>INDIVIDUALS AND GROUPS</b>
<b>BENCHMARK</b>	<b>36-48.VII.C.1.</b>	<p>Identifies self and others as part of a group</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- 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>
<b>BENCHMARK</b>	<b>36-48.VII.C.2.</b>	<p>Identifies groups within a community</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>
<b>BENCHMARK</b>	<b>36-48.VII.C.3.</b>	<p>Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p>

		<p>Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>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</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress</p> <p>Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p>
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BENCHMARK	36-48.VII.C.4.	<p>Exhibits emerging leadership skills and roles (e.g., line leader and door holder)</p> <p><u>Progress Monitoring Skills</u></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> <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 :</p> <p>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>
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BODY OF KNOWLEDGE	FL.36-48.VII.	SOCIAL STUDIES DOMAIN (36-48 months)
BIG IDEA	36-48.VII.D.	SPACES, PLACES AND ENVIRONMENTS
BENCHMARK	36-48.VII.D.1.	<p>Recognizes the relationship of personal space to surroundings</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: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
BENCHMARK	36-48.VII.D.2.	<p>Identifies own environment and other locations</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> <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>
BENCHMARK	36-48.VII.D.3.	<p>Identifies basic physical characteristics (e.g., landmarks or land features)</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> <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>

BENCHMARK	36-48.VII.D.4.	<p>Begins to use spatial words (e.g., far/close, over/under and up/down)</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: 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>
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BENCHMARK	36-48.VII.D.5.	<p>Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)</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> <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>
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BODY OF KNOWLEDGE	FL.36-48.VII.	SOCIAL STUDIES DOMAIN (36-48 months)
BIG IDEA	36-48.VII.E.	TIME, CONTINUITY AND CHANGE
BENCHMARK	36-48.VII.E.1.	<p>Recognizes sequence of events to establish a sense of order and 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> <p>4 year Olds: 39 Understands the passage of time and how events are related: Progress Monitoring Skill: 39.1 Recognizes and describes sequence of events with accuracy</p>
BENCHMARK	36-48.VII.E.2.	<p>Explores changes that take place over time in the immediate environment</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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VII.</b>	<b>SOCIAL STUDIES DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VII.F.</b>	<b>GOVERNANCE, CIVIC IDEALS AND PRACTICES</b>
<b>BENCHMARK</b>	<b>36-48.VII.F.1.</b>	<p>Begins to recognize and follow rules and expectations in varying settings</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>
<b>BENCHMARK</b>	<b>36-48.VII.F.2.</b>	<p>Begins to participate in problem solving and decision making</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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BENCHMARK	36-48.VII.F.3.	<p>Begins to recognize national patriotic symbols (e.g., flag and eagle)</p> <p><u>Progress Monitoring Skills</u></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>
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BODY OF KNOWLEDGE	FL.36-48.VII.	SOCIAL STUDIES DOMAIN (36-48 months)
BIG IDEA	36-48.VII.G.	ECONOMICS AND RESOURCES
BENCHMARK	36-48.VII.G.1.	<p>Begins to recognize the difference between wants and needs</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>

		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
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BENCHMARK	36-48.VII.G.2.	<p>Recognizes familiar people who perform different occupations</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>
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BODY OF KNOWLEDGE	FL.36-48.VII.	SOCIAL STUDIES DOMAIN (36-48 months)
BIG IDEA	36-48.VII.H.	TECHNOLOGY AND OUR WORLD
BENCHMARK	36-48.VII.H.1.	<p>Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)</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: 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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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VIII.A.</b>	<b>SENSORY ART EXPERIENCE</b>
<b>BENCHMARK</b>	<b>36-48.VIII.A.1.</b>	<p>Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials</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 develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VIII.B.</b>	<b>MUSIC</b>
<b>BENCHMARK</b>	<b>36-48.VIII.B.1.</b>	<p>Engages in a variety of individual and group musical activities with more coordinated intention</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>

<b>BENCHMARK</b>	<b>36-48.VIII.B.2.</b>	<p>Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different  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</p>
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		(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 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 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: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for 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
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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VIII.C.</b>	<b>CREATIVE MOVEMENT</b>
<b>BENCHMARK</b>	<b>36-48.VIII.C.1.</b>	Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge  <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 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: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for 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 4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations 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 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 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 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

<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VIII.D.</b>	<b>IMAGINATIVE AND CREATIVE PLAY</b>
<b>BENCHMARK</b>	<b>36-48.VIII.D.1.</b>	Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using

		<p>a variety of objects in own environment</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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<b>BODY OF KNOWLEDGE</b>	<b>FL.36-48.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (36-48 months)</b>
<b>BIG IDEA</b>	<b>36-48.VIII.E.</b>	<b>APPRECIATION OF THE ARTS</b>
<b>BENCHMARK</b>	<b>36-48.VIII.E.1.</b>	<p>Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions 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: 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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.I.A.</b>	<b>HEALTH AND WELLBEING</b>
<b>BENCHMARK</b>	<b>48-K.I.A.a.</b>	<b>Active Physical Play</b>
<b>INDICATOR</b>	<b>48-K.I.A.a.1.</b>	Engages in physical activities with increasing balance, coordination, endurance and intensity
<b>EXPECTATION</b>	<b>48-K.I.A.a.1.a.</b>	<p>Seeks to engage in physical activities or active play routinely with increased intensity and duration</p> <p><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</p>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.I.A.</b>	<b>HEALTH AND WELLBEING</b>
<b>BENCHMARK</b>	<b>48-K.I.A.b.</b>	<b>Safety</b>
<b>INDICATOR</b>	<b>48-K.I.A.b.1.</b>	Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities
<b>EXPECTATION</b>	<b>48-K.I.A.b.1.a.</b>	<p>Consistently follows basic safety rules independently across different situations</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions  3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed  3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently  4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules  4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules  4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>

<b>EXPECTATION</b>	<b>48-K.I.A.b.1.b.</b>	<p>Identifies consequences of not following safety rules</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions  3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed  3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently  4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules  4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p>
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		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
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.I.A.</b>	<b>HEALTH AND WELLBEING</b>
<b>BENCHMARK</b>	<b>48-K.I.A.c.</b>	<b>Personal Care Routines</b>
<b>INDICATOR</b>	<b>48-K.I.A.c.1.</b>	Responds to and initiates care routines that support personal hygiene
<b>EXPECTATION</b>	<b>48-K.I.A.c.1.a.</b>	<p>Initiates and completes familiar hygiene routines independently</p> <p><u>Progress Monitoring Skills</u>            3 Year Olds: 01- Practices healthy and safe habits Progress            Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions            3 Year Olds: 01- Practices healthy and safe habits Progress            Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed            3 Year Olds: 01- Practices healthy and safe habits Progress            Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently            3 Year Olds: 02- Participates in activities related to nutrition            Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack            3 Year Olds: 02- Participates in activities related to nutrition            Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices            4 year Olds: 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</p>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.I.A.</b>	<b>HEALTH AND WELLBEING</b>
<b>BENCHMARK</b>	<b>48-K.I.A.d.</b>	<b>Feeding and Nutrition</b>
<b>INDICATOR</b>	<b>48-K.I.A.d.1.</b>	Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices
<b>EXPECTATION</b>	<b>48-K.I.A.d.1.a.</b>	<p>Assists adults in preparing simple foods to serve to self or others</p> <p><u>Progress Monitoring Skills</u>            3 Year Olds: 02- Participates in activities related to nutrition            Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack            3 Year Olds: 02- Participates in activities related to nutrition            Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices            4 year Olds: 02 Participates in activities related to nutrition:            Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals            4 year Olds: 02 Participates in activities related to nutrition:            Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods</p>

<b>EXPECTATION</b>	<b>48-K.I.A.d.1.b.</b>	<p>Recognizes nutritious food choices and healthy eating habits</p> <p><u>Progress Monitoring Skills</u>            3 Year Olds: 02- Participates in activities related to nutrition</p>
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		<p>Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition</p> <p>Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 02 Participates in activities related to nutrition:</p> <p>Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals</p> <p>4 year Olds: 02 Participates in activities related to nutrition:</p> <p>Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.I.B.</b>	<b>MOTOR DEVELOPMENT</b>
<b>BENCHMARK</b>	<b>48-K.I.B.a.</b>	Gross Motor Development
<b>INDICATOR</b>	<b>48-K.I.B.a.1.</b>	Demonstrates use of large muscles for movement, position, strength and coordination
<b>EXPECTATION</b>	<b>48-K.I.B.a.1.a.</b>	<p>Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p>

<b>EXPECTATION</b>	<b>48-K.I.B.a.1.b.</b>	<p>Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</p> <p>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p>
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<b>EXPECTATION</b>	<b>48-K.I.B.a.1.d.</b>	<p>Engages in physical activities of increasing levels of intensity for sustained periods of time</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.I.B.</b>	<b>MOTOR DEVELOPMENT</b>
<b>BENCHMARK</b>	<b>48-K.I.B.a.</b>	Gross Motor Development

<b>INDICATOR</b>	<b>48-K.I.B.a.2.</b>	<b>Demonstrates use of large muscles to move in the environment</b>
<b>EXPECTATION</b>	<b>48-K.I.B.a.2.a.</b>	<b>Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)</b>  <u><b>Progress Monitoring Skills</b></u> <b>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task</b> <b>3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance</b> <b>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks</b> <b>4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</b>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.I.</b>	<b>PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.I.B.</b>	<b>MOTOR DEVELOPMENT</b>
<b>BENCHMARK</b>	<b>48-K.I.B.b.</b>	<b>Gross Motor Perception (Sensorimotor)</b>
<b>INDICATOR</b>	<b>48-K.I.B.b.1.</b>	<b>Uses perceptual information to guide motions and interactions with objects and other people</b>
<b>EXPECTATION</b>	<b>48-K.I.B.b.1.a.</b>	<b>Acts and moves with purpose and independently recognizes differences in direction, distance and location</b>  <u><b>Progress Monitoring Skills</b></u> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>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</b> <b>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</b>

<b>EXPECTATION</b>	<b>48-K.I.B.b.1.b.</b>	<b>Demonstrates spatial awareness through play activities</b>  <u><b>Progress Monitoring Skills</b></u> <b>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</b> <b>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring</b>
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		<p>Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
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BODY OF KNOWLEDGE	FL.48-K.I.	PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.I.B.	MOTOR DEVELOPMENT
BENCHMARK	48-K.I.B.c.	Fine Motor Development
INDICATOR	48-K.I.B.c.1.	Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks
EXPECTATION	48-K.I.B.c.1.a.	<p>Shows hand control using various drawing and art tools with increasing coordination</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.1 Refines grasp to manipulate tools and objects</p> <p>3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.2 Uses hand-eye coordination to manipulate smaller objects with increasing control</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.1 Performs fine-motor tasks that require small-muscle strength and control</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.2 Uses hand-eye coordination to manipulate small objects with ease</p> <p>4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.3 Performs more complex fine motor tasks with accuracy 50% of the time</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to</p>

		develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences
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BODY OF KNOWLEDGE	FL.48-K.I.	PHYSICAL DEVELOPMENT DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.I.B.	MOTOR DEVELOPMENT
BENCHMARK	48-K.I.B.c.	Fine Motor Development
INDICATOR	48-K.I.B.c.2.	Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision
EXPECTATION	48-K.I.B.c.2.a.	<p>Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)</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>

EXPECTATION	48-K.I.B.c.2.b.	<p>Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting</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>
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		<p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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<b>EXPECTATION</b>	<b>48-K.I.B.c.2.c.</b>	<p>Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.II.</b>	<b>APPROACHES TO LEARNING DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.II.A.</b>	<b>EAGERNESS AND CURIOSITY</b>
<b>BENCHMARK</b>	<b>48-K.II.A.1.</b>	<p>Shows increased curiosity and is eager to learn new things and have new 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>
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BODY OF KNOWLEDGE	FL.48-K.II.	APPROACHES TO LEARNING DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.II.B.	PERSISTENCE
BENCHMARK	48-K.II.B.1.	<p>Attends to tasks for a brief period of time</p> <p><u>Progress Monitoring Skills</u></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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.II.</b>	<b>APPROACHES TO LEARNING DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.II.C.</b>	<b>CREATIVITY AND INVENTIVENESS</b>
<b>BENCHMARK</b>	<b>48-K.II.C.1.</b>	<p>Approaches daily activities with creativity and inventiveness</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: 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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.II.</b>	<b>APPROACHES TO LEARNING DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.II.D.</b>	<b>PLANNING AND REFLECTION</b>
<b>BENCHMARK</b>	<b>48-K.II.D.1.</b>	<p>Demonstrates some planning and learning from 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: 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: 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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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.A.</b>	<b>EMOTIONAL FUNCTIONING</b>
<b>BENCHMARK</b>	<b>48-K.III.A.1.</b>	<b>Expresses, identifies and responds to a range of emotions</b>
<b>INDICATOR</b>	<b>48-K.III.A.1.a.</b>	<p>Recognizes the emotions of peers and responds with empathy and compassion</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the</p>



		<p>classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.A.</b>	<b>EMOTIONAL FUNCTIONING</b>
<b>BENCHMARK</b>	<b>48-K.III.A.2.</b>	<b>Demonstrates appropriate affect (emotional response) between behavior and facial expression</b>
<b>INDICATOR</b>	<b>48-K.III.A.2.a.</b>	<p>Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p>



		<p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.B.</b>	<b>MANAGING EMOTIONS</b>
<b>BENCHMARK</b>	<b>48-K.III.B.2.</b>	<b>Attends to sights, sounds, objects, people and activities</b>
<b>INDICATOR</b>	<b>48-K.III.B.2.a.</b>	<p>Increases attention to preferred activities and begins to attend to non-preferred activities</p> <p><u>Progress Monitoring Skills</u></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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.C.</b>	<b>BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>
<b>BENCHMARK</b>	<b>48-K.III.C.1.</b>	<b>Develops positive relationships with adults</b>
<b>INDICATOR</b>	<b>48-K.III.C.1.a.</b>	<p>Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Engages in mutual/cooperative play</p>

		<p>Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 14 Develops relationships with adults: Progress</p> <p>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</p> <p>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</p> <p>Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.C.</b>	<b>BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>
<b>BENCHMARK</b>	<b>48-K.III.C.2.</b>	<b>Develops positive relationships with peers</b>
<b>INDICATOR</b>	<b>48-K.III.C.2.a.</b>	<p>Plays with peers in a coordinated manner including assigning roles, materials and actions</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</p>

		<p>space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	48-K.III.C.2.b.	<p>Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking</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</p>
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		<p>space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	48-K.III.C.2.c.	<p>Responds appropriately to bullying behavior</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p>
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		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.C.</b>	<b>BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>
<b>BENCHMARK INDICATOR</b>	<b>48-K.III.C.3.</b>	Develops increasing ability to engage in social problem solving
	<b>48-K.III.C.3.a.</b>	<p>Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution</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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.C.</b>	<b>BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS</b>
<b>BENCHMARK INDICATOR</b>	<b>48-K.III.C.4.</b>	Exhibits empathy by demonstrating care and concern for others
	<b>48-K.III.C.4.a.</b>	<p>Able to take the perspective of others and actively respond in a manner that is consistent and supportive</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</p>

		<p>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</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress</p> <p>Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress</p> <p>Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress</p> <p>Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress</p> <p>Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress</p> <p>Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress</p> <p>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</p> <p>Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress</p> <p>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> <p>Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.D.</b>	<b>SENSE OF IDENTITY AND BELONGING</b>
<b>BENCHMARK</b>	<b>48-K.III.D.1.</b>	<b>Develops sense of identity and belonging through play</b>
<b>INDICATOR</b>	<b>48-K.III.D.1.a.</b>	<p>Engages in associative play and begins to play cooperatively with friends</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</p>



		<p>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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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.D.</b>	<b>SENSE OF IDENTITY AND BELONGING</b>
<b>BENCHMARK</b>	<b>48-K.III.D.2.</b>	<b>Develops sense of identity and belonging through exploration and persistence</b>
<b>INDICATOR</b>	<b>48-K.III.D.2.a.</b>	<p>Persists at individual planned experiences, caregiver- directed experiences and planned group 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</p>



	<p>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>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: 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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		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
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.D.</b>	<b>SENSE OF IDENTITY AND BELONGING</b>
<b>BENCHMARK</b>	<b>48-K.III.D.3.</b>	Develops sense of identity and belonging through routines, rituals and interactions
<b>INDICATOR</b>	<b>48-K.III.D.3.a.</b>	Demonstrates willingness to be flexible if routines must change  <u>Progress Monitoring Skills</u> 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

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.III.</b>	<b>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.III.D.</b>	<b>SENSE OF IDENTITY AND BELONGING</b>
<b>BENCHMARK</b>	<b>48-K.III.D.4.</b>	Develops sense of self-awareness and independence
<b>INDICATOR</b>	<b>48-K.III.D.4.a.</b>	Uses words to communicate personal characteristics, preferences, thoughts and feelings  <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: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual 3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information 3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments 3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices 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 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices 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 4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings 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>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
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INDICATOR	48-K.III.D.4.b.	<p>Recognizes preferences of others</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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INDICATOR	48-K.III.D.4.c.	<p>Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)</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>
INDICATOR	48-K.III.D.4.d.	<p>Identifies self as a unique member of a group (e.g., class, school, family or larger 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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BODY OF KNOWLEDGE	FL.48-K.IV.	LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.IV.A.	LISTENING AND UNDERSTANDING
BENCHMARK	48-K.IV.A.1.	Demonstrates understanding when listening
INDICATOR	48-K.IV.A.1.a.	<p>Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others</p> <p><u>Progress Monitoring Skills</u></p>

		<p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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INDICATOR	48-K.IV.A.1.b.	<p>Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally</p>
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		<p>presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.A.</b>	<b>LISTENING AND UNDERSTANDING</b>
<b>BENCHMARK</b>	<b>48-K.IV.A.2.</b>	<b>Increases knowledge through listening</b>
<b>INDICATOR</b>	<b>48-K.IV.A.2.a.</b>	<p>Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge</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>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>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 16 Listens for purpose and comprehension: Progress Monitoring Skill: 16.1 Listen to and follow multi-step directions</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p>

<b>INDICATOR</b>	<b>48-K.IV.A.2.b.</b>	<p>Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p>
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		<p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 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: 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: 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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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.A.</b>	<b>LISTENING AND UNDERSTANDING</b>
<b>BENCHMARK</b>	<b>48-K.IV.A.3.</b>	<b>Follows directions</b>
<b>INDICATOR</b>	<b>48-K.IV.A.3.a.</b>	<p>Achieves mastery of two-step directions and usually follows 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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.B.</b>	<b>SPEAKING</b>
<b>BENCHMARK</b>	<b>48-K.IV.B.1.</b>	<b>Speaks and is understood when speaking</b>
<b>INDICATOR</b>	<b>48-K.IV.B.1.a.</b>	<p>Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors</p> <p><u>Progress Monitoring Skills</u></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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.C.</b>	<b>VOCABULARY</b>
<b>BENCHMARK</b>	<b>48-K.IV.C.1.</b>	<b>Shows an understanding of words and their meanings (receptive)</b>

INDICATOR	48-K.IV.C.1.a.	<p>Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1  Demonstrates understanding of vocabulary through everyday conversations  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  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  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  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>
INDICATOR	48-K.IV.C.1.b.	<p>Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1  Follows simple directions which demonstrates and understanding of directionality, order, and position of objects  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: 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>
INDICATOR	48-K.IV.C.1.c.	<p>Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1  Demonstrates understanding of vocabulary through everyday conversations  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  4 year Olds: 17 Acquires vocabulary introduced in conversations,</p>

		<p>activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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BODY OF KNOWLEDGE	FL.48-K.IV.	LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.IV.C.	VOCABULARY
BENCHMARK	48-K.IV.C.2.	Uses increased vocabulary to describe objects, actions and events (expressive)
INDICATOR	48-K.IV.C.2.a.	<p>Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p>
INDICATOR	48-K.IV.C.2.b.	<p>Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</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>
INDICATOR	48-K.IV.C.2.c.	<p>Identifies unfamiliar words asking for clarification</p> <p><u>Progress Monitoring Skills</u></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>
INDICATOR	48-K.IV.C.2.d.	<p>Uses words in multiple contexts, with the understanding that some words have multiple meanings</p>

		<u>Progress Monitoring Skills</u> 4 year Olds: 19 Uses increasingly complex spoken language: Progress Monitoring Skill: 19.1 Uses spoken language that can be easily understood
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.D.</b>	<b>SENTENCES AND STRUCTURE</b>
<b>BENCHMARK</b>	<b>48-K.IV.D.1.</b>	Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
<b>INDICATOR</b>	<b>48-K.IV.D.1.a.</b>	Typically uses complete sentences of five or more words, usually with subject, verb and object order  <u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.D.</b>	<b>SENTENCES AND STRUCTURE</b>
<b>BENCHMARK</b>	<b>48-K.IV.D.2.</b>	Connects words, phrases and sentences to build ideas
<b>INDICATOR</b>	<b>48-K.IV.D.2.a.</b>	Uses sentences with more than one phrase  <u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures

<b>INDICATOR</b>	<b>48-K.IV.D.2.b.</b>	Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)  <u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures
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<b>INDICATOR</b>	<b>48-K.IV.D.2.c.</b>	Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning  <u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.E.</b>	<b>CONVERSATION</b>
<b>BENCHMARK</b>	<b>48-K.IV.E.1.</b>	Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
<b>INDICATOR</b>	<b>48-K.IV.E.1.a.</b>	Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)  <u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own

	<p>choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <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</p>
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		thoughts, feelings, and creativity 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
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.E.</b>	<b>CONVERSATION</b>
<b>BENCHMARK</b>	<b>48-K.IV.E.2.</b>	Asks questions, and responds to adults and peers in a variety of settings
<b>INDICATOR</b>	<b>48-K.IV.E.2.a.</b>	<p>Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences  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, people, and experiences  3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment  3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period  3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed  3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions  3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers  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  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  4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment  4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period  4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed  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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
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<b>BIG IDEA</b>	<b>48-K.IV.E.</b>	<b>CONVERSATION</b>
<b>BENCHMARK</b>	<b>48-K.IV.E.3.</b>	<b>Demonstrates understanding of the social conventions of communication and language use</b>
<b>INDICATOR</b>	<b>48-K.IV.E.3.a.</b>	<p>Demonstrates increased awareness of nonverbal conversational rules</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm  3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices  3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants  3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions  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  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  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  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  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  4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations  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  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  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  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>
<b>INDICATOR</b>	<b>48-K.IV.E.3.b.</b>	<p>Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)</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</p>



		<p>extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
INDICATOR	48-K.IV.E.3.c.	<p>Matches language to social and academic contexts (e.g., uses volume appropriate to context)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 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:</p>

		<p>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 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.F.</b>	<b>EMERGENT READING</b>
<b>BENCHMARK</b>	<b>48-K.IV.F.1.</b>	<b>Shows motivation for and appreciation of reading</b>
<b>INDICATOR</b>	<b>48-K.IV.F.1.a.</b>	<p>Selects books for reading enjoyment and reading related activities including pretending to read to self or others</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 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 3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.2 Discriminates words from pictures independently 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 3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print 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 3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects,</p>

		<p>concepts, and functions</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 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>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 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>
INDICATOR	48-K.IV.F.1.b.	<p>Makes real-world connections between stories and real-life experiences</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p>

INDICATOR	48-K.IV.F.1.c.	<p>Interacts appropriately with books and other materials in a print-rich environment</p> <p><u>Progress Monitoring Skills</u>  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  3 Year Olds: 26- Demonstrates awareness of print concepts  Progress Monitoring Skill: 26.2 Discriminates words from pictures independently  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  3 Year Olds: 26- Demonstrates awareness of print concepts  Progress Monitoring Skill: 26.4 Recognizes environmental print  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  3 Year Olds: 26- Demonstrates awareness of print concepts  Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions</p>
INDICATOR	48-K.IV.F.1.d.	<p>Asks to be read to, asks the meaning of written text or compares books/stories</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  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  3 Year Olds: 26- Demonstrates awareness of print concepts  Progress Monitoring Skill: 26.2 Discriminates words from pictures independently  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  3 Year Olds: 26- Demonstrates awareness of print concepts  Progress Monitoring Skill: 26.4 Recognizes environmental print  3 Year Olds: 26- Demonstrates awareness of print concepts  Progress Monitoring Skill: 26.5 With adult guidance, points to the title of familiar books or stories and where to begin reading</p>

		<p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p>
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INDICATOR	48-K.IV.F.1.e.	<p>Initiates and participates in conversations that demonstrate appreciation of printed materials</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: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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BODY OF KNOWLEDGE	FL.48-K.IV.	LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.IV.F.	EMERGENT READING
BENCHMARK	48-K.IV.F.2.	Shows age-appropriate phonological awareness
INDICATOR	48-K.IV.F.2.a.	<p>Distinguishes individual words within spoken phrases or sentences</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>

INDICATOR	48-K.IV.F.2.b.	<p>Combines words to make a compound word (e.g., “foot” + “ball” = “football”)</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>
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		4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.4 Begins to identify words that rhyme
INDICATOR	48-K.IV.F.2.c.	<p>Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)</p> <p><u>Progress Monitoring Skills</u>  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.1 Differentiates sounds that are the same and different  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.3 Plays with the sounds of language  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.4 Begins to identify words that rhyme</p>
INDICATOR	48-K.IV.F.2.d.	<p>Combines syllables into words (e.g., “sis” + “ter” = “sister”)</p> <p><u>Progress Monitoring Skills</u>  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.1 Differentiates sounds that are the same and different  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.3 Plays with the sounds of language  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.4 Begins to identify words that rhyme</p>
INDICATOR	48-K.IV.F.2.e.	<p>Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)</p> <p><u>Progress Monitoring Skills</u>  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.1 Differentiates sounds that are the same and different  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.3 Plays with the sounds of language  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.4 Begins to identify words that rhyme</p>
INDICATOR	48-K.IV.F.2.f.	<p>Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)</p> <p><u>Progress Monitoring Skills</u>  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.1 Differentiates sounds that are the same and different  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.3 Plays with the sounds of language  4 year Olds: 22 Develops phonological awareness: Progress  Monitoring Skill: 22.4 Begins to identify words that rhyme</p>



<b>BIG IDEA</b>	<b>48-K.IV.F.</b>	<b>EMERGENT READING</b>
<b>BENCHMARK</b>	<b>48-K.IV.F.3.</b>	<b>Shows alphabetic and print knowledge</b>
<b>INDICATOR</b>	<b>48-K.IV.F.3.a.</b>	<p>Recognizes that print conveys meaning</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  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  3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.2 Discriminates words from pictures independently  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  3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print  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  3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.6 Associates symbols with objects, concepts, and functions  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  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>
<b>INDICATOR</b>	<b>48-K.IV.F.3.b.</b>	<p>Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet  4 year Olds: 24 Demonstrates increasing knowledge of the alphabet: Progress Monitoring Skill: 24.1 With prompting and support,</p>



		recognizes and names some upper and lower case letters of the alphabet
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INDICATOR	48-K.IV.F.3.c.	<p>Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.F.</b>	<b>EMERGENT READING</b>
<b>BENCHMARK</b>	<b>48-K.IV.F.4.</b>	<b>Demonstrates comprehension of books read aloud</b>
INDICATOR	48-K.IV.F.4.a.	<p>Retells or reenacts story with increasing accuracy and complexity after it is read aloud</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>

INDICATOR	48-K.IV.F.4.b.	Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if...?" "What was so silly about...?" "How would you feel if you...?")
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		<u>Progress Monitoring Skills</u> 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
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.IV.</b>	<b>LANGUAGE AND LITERACY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.IV.G.</b>	<b>EMERGENT WRITING</b>
<b>BENCHMARK</b>	<b>48-K.IV.G.1.</b>	Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition
<b>INDICATOR</b>	<b>48-K.IV.G.1.a.</b>	<p>Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)  3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance  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  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: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools  4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes  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)  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  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  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</p>
<b>INDICATOR</b>	<b>48-K.IV.G.1.b.</b>	<p>Uses letter-like shapes or letters to write words or parts of words</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p>

		<p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p>
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INDICATOR	48-K.IV.G.1.c.	<p>Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <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</p>
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		communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties
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BODY OF KNOWLEDGE	FL.48-K.V.	MATHEMATICAL THINKING DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.V.A.	NUMBER SENSE
BENCHMARK	48-K.V.A.1.	<p>Subitizes (immediately recognizes without counting) up to five objects</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence  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 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>

BENCHMARK	48-K.V.A.2.	<p>Counts and identifies the number sequence “1 to 31”</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  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>
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BENCHMARK	48-K.V.A.3.	Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)
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		<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> <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>
BENCHMARK	48-K.V.A.4.	<p>Identifies the last number spoken tells "how many" up to 10 (cardinality)</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> <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</p>

		quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence
BENCHMARK	48-K.V.A.5.	<p>Constructs and counts sets of objects (one to 10 and beyond)</p> <p><u>Progress Monitoring Skills</u>  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</p>
BENCHMARK	48-K.V.A.6.	<p>Uses counting and matching strategies to find which is more, less than or equal to 10</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items  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  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</p>
BENCHMARK	48-K.V.A.7.	<p>Reads and writes some numerals one to 10 using appropriate activities</p> <p><u>Progress Monitoring Skills</u>  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</p>
BODY OF KNOWLEDGE	FL.48-K.V.	MATHEMATICAL THINKING DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.V.B.	NUMBER AND OPERATIONS
BENCHMARK	48-K.V.B.1.	<p>Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems</p> <p><u>Progress Monitoring Skills</u>  3 Year Olds: 30- Organizes, represents, and builds knowledge of</p>



		<p>quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
BENCHMARK	48-K.V.B.2.	<p>Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>3 Year Olds: 33- Sorts, orders, classifies, and begins to explore patterns Progress Monitoring Skill: 33.1 Sorts and seriates objects based on an attribute</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of</p>



		<p>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>BODY OF KNOWLEDGE</b>	<b>FL.48-K.V.</b>	<b>MATHEMATICAL THINKING DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.V.C.</b>	<b>PATTERNS</b>
<b>BENCHMARK</b>	<b>48-K.V.C.1.</b>	<p>Identifies and extends a simple AB repeating pattern</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>

<b>BENCHMARK</b>	<b>48-K.V.C.2.</b>	<p>Duplicates a simple AB pattern using different objects</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>
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<b>BENCHMARK</b>	<b>48-K.V.C.3.</b>	<p>Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.V.</b>	<b>MATHEMATICAL THINKING DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.V.D.</b>	<b>GEOMETRY</b>
<b>BENCHMARK</b>	<b>48-K.V.D.1.</b>	<p>Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation</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,</p>

		<p>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>
BENCHMARK	48-K.V.D.2.	<p>Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)</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: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 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>
BENCHMARK	48-K.V.D.3.	<p>Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)</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>
BENCHMARK	48-K.V.D.4.	<p>Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)</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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BODY OF KNOWLEDGE	FL.48-K.V.	MATHEMATICAL THINKING DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.V.E.	SPATIAL RELATIONS
BENCHMARK	48-K.V.E.1.	<p>Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)</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: 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>
BENCHMARK	48-K.V.E.2.	<p>Uses directions to move through space and find places in space</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: 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>

		<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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.V.</b>	<b>MATHEMATICAL THINKING DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.V.F.</b>	<b>MEASUREMENT AND DATA</b>
<b>BENCHMARK</b>	<b>48-K.V.F.1.</b>	<p>Measures object attributes using a variety of standard and nonstandard tools</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>

<b>BENCHMARK</b>	<b>48-K.V.F.2.</b>	<p>Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects</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,</p>
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		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 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 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
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BENCHMARK	48-K.V.F.3.	<p>Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)</p> <p><u>Progress Monitoring Skills</u>  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  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: 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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BODY OF KNOWLEDGE	FL.48-K.VI.	SCIENTIFIC INQUIRY DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.VI.A.	SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY
BENCHMARK	48-K.VI.A.1.	Uses senses to explore and understand their social and physical environment
INDICATOR	48-K.VI.A.1.a.	<p>Identifies each of the five senses and their relationship to each of the sense organs</p> <p><u>Progress Monitoring Skills</u>  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</p>

INDICATOR	48-K.VI.A.1.b.	<p>Begins to identify and make observations about what can be learned about the world using each of the five senses</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: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects  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>
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INDICATOR	48-K.VI.A.1.c.	<p>Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VI.</b>	<b>SCIENTIFIC INQUIRY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VI.A.</b>	<b>SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY</b>
<b>BENCHMARK</b>	<b>48-K.VI.A.2.</b>	<b>Uses tools in scientific inquiry</b>
<b>INDICATOR</b>	<b>48-K.VI.A.2.a.</b>	<p>Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)</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: 36.2 Uses simple tools to experiment and observe</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>



<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VI.</b>	<b>SCIENTIFIC INQUIRY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VI.A.</b>	<b>SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY</b>
<b>BENCHMARK</b>	<b>48-K.VI.A.3.</b>	Uses understanding of causal relationships to act on social and physical environments
<b>INDICATOR</b>	<b>48-K.VI.A.3.a.</b>	<p>Makes predictions and tests their predictions through experimentation and investigation</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
<b>INDICATOR</b>	<b>48-K.VI.A.3.b.</b>	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)

		<p><b><u>Progress Monitoring Skills</u></b></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
INDICATOR	48-K.VI.A.3.c.	<p>Begins to form conclusions and construct explanations (e.g., What do the results mean?)</p> <p><b><u>Progress Monitoring Skills</u></b></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>
INDICATOR	48-K.VI.A.3.d.	<p>Shares findings and outcomes of experiments</p> <p><b><u>Progress Monitoring Skills</u></b></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and</p>

		<p>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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BODY OF KNOWLEDGE	FL.48-K.VI.	SCIENTIFIC INQUIRY DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.VI.B.	LIFE SCIENCE
BENCHMARK	48-K.VI.B.1.	Demonstrates knowledge related to living things and their environments
INDICATOR	48-K.VI.B.1.b.	<p>Notifies the similarities and differences among various living things</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 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: 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>

INDICATOR	48-K.VI.B.1.c.	<p>Understands that all living things grow, change and go through life cycles</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 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>
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		<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>
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INDICATOR	48-K.VI.B.1.d.	<p>Begins to distinguish between living and non-living things</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 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: 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>
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INDICATOR	48-K.VI.B.1.e.	<p>Observes that living things differ with regard to their needs and habitats</p> <p><u>Progress Monitoring Skills</u></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>
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BODY OF KNOWLEDGE	FL.48-K.VI.	SCIENTIFIC INQUIRY DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.VI.C.	PHYSICAL SCIENCE
BENCHMARK	48-K.VI.C.1.	Demonstrates knowledge related to physical science

INDICATOR	48-K.VI.C.1.a.	<p>Discusses what makes objects move the way they do and how the movement can be controlled</p> <p><u>Progress Monitoring Skills</u>  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  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>
INDICATOR	48-K.VI.C.1.b.	<p>Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</p> <p><u>Progress Monitoring Skills</u>  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  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</p>

		<p>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>
INDICATOR	48-K.VI.C.1.c.	<p>Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)</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: 36.4 Participates in simple experiments and discuss scientific properties</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: 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> <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>
INDICATOR	48-K.VI.C.1.d.	<p>Investigates and describes changing states of matter —liquid, solid and gas</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VI.</b>	<b>SCIENTIFIC INQUIRY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VI.D.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>BENCHMARK</b>	<b>48-K.VI.D.1.</b>	Demonstrates knowledge related to the dynamic properties of earth and sky
<b>INDICATOR</b>	<b>48-K.VI.D.1.a.</b>	<p>Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p>

<b>INDICATOR</b>	<b>48-K.VI.D.1.b.</b>	<p>Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</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>
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<b>INDICATOR</b>	<b>48-K.VI.D.1.c.</b>	Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars
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		<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>
INDICATOR	48-K.VI.D.1.d.	<p>Compares the daytime and nighttime cycle</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>
INDICATOR	48-K.VI.D.1.e.	<p>Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)</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</p>

		<p>properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VI.</b>	<b>SCIENTIFIC INQUIRY DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VI.E.</b>	<b>ENVIRONMENT</b>
<b>BENCHMARK</b>	<b>48-K.VI.E.1.</b>	Demonstrates awareness of relationship to people, objects and living/non-living things in their environment
<b>INDICATOR</b>	<b>48-K.VI.E.1.a.</b>	<p>Demonstrates how people use objects and natural resources in the 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>INDICATOR</b>	<b>48-K.VI.E.1.b.</b>	<p>Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)</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: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.1 Observes and explores animals and plants, their environments and life cycles Identify and describe the functions of a few body parts</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.2 Identifies the physical properties of some living and non-living things</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.3 Identifies and describes the functions of a few body parts</p> <p>3 Year Olds: 40- Demonstrates an awareness of and the need to protect his/her environment Progress Monitoring Skill: 40.1</p>
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		<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 Understands that people have an impact on the environment and participate in efforts to protect the environment</p>
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INDICATOR	48-K.VI.E.1.c.	<p>Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)</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 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 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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BODY OF KNOWLEDGE	FL.48-K.VI.	SCIENTIFIC INQUIRY DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.VI.F.	ENGINEERING AND TECHNOLOGY
BENCHMARK	48-K.VI.F.1.	Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures
INDICATOR	48-K.VI.F.1.a.	Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)

		<p><u>Progress Monitoring Skills</u></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>
INDICATOR	48-K.VI.F.1.b.	<p>Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)</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>
INDICATOR	48-K.VI.F.1.c.	<p>Uses appropriate tools and materials with greater flexibility to create or solve problems</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: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing</p>

		<p>pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
<b>INDICATOR</b>	<b>48-K.VI.F.1.d.</b>	<p>Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)</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>
<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VII.</b>	<b>SOCIAL STUDIES DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VII.A.</b>	<b>CULTURE</b>
<b>BENCHMARK</b>	<b>48-K.VII.A.1.</b>	<p>Identifies self as a member of a culture</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: 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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BENCHMARK	48-K.VII.A.2.	<p>Understands everyone belongs to a culture</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: 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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BENCHMARK	48-K.VII.A.3.	<p>Explores culture of peers and families in the classroom 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 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: 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>
BENCHMARK	48-K.VII.A.4.	<p>Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)</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</p>



		<p>an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
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BODY OF KNOWLEDGE	FL.48-K.VII.	SOCIAL STUDIES DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.VII.B.	INDIVIDUAL DEVELOPMENT AND IDENTITY
BENCHMARK	48-K.VII.B.1.	<p>Identifies characteristics of self as an individual</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</p>

		<p>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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BENCHMARK	48-K.VII.B.2.	<p>Identifies the ways self is similar to and different from peers and others</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>
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		<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>
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BENCHMARK	48-K.VII.B.3.	<p>Recognizes individual responsibility as a member of a group (e.g., classroom or family)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>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</p> <p>3 Year Olds: 17- Develops relationships with peers Progress</p> <p>Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress</p> <p>Monitoring Skill: 42.3 Remembers and follows simple group rules and displays 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> <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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VII.</b>	<b>SOCIAL STUDIES DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VII.C.</b>	<b>INDIVIDUALS AND GROUPS</b>
<b>BENCHMARK</b>	<b>48-K.VII.C.1.</b>	<p>Identifies differences and similarities of self and others as part of a group</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- 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>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>
<b>BENCHMARK</b>	<b>48-K.VII.C.2.</b>	<p>Explains the role of groups within a community</p> <p><u>Progress Monitoring Skills</u></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>
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BENCHMARK	48-K.VII.C.3.	<p>Demonstrates awareness of group rules (e.g., family, classroom, school or community)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>3 Year Olds: 45- Understands the passage of time and how events</p>
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		<p>are related Progress Monitoring Skill: 45.1 Recognizes and describes sequence of events</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
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BENCHMARK	48-K.VII.C.4.	<p>Exhibits leadership skills and roles (e.g., line leader and door holder)</p> <p><u>Progress Monitoring Skills</u></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>
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BODY OF KNOWLEDGE	FL.48-K.VII.	SOCIAL STUDIES DOMAIN (48 months-Kindergarten)
BIG IDEA	48-K.VII.D.	SPACES, PLACES AND ENVIRONMENTS
BENCHMARK	48-K.VII.D.1.	<p>Identifies the relationship of personal space to surroundings</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space</p>



		<p>and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
BENCHMARK	48-K.VII.D.2.	<p>Identifies differences and similarities between own environment and other locations</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> <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>
BENCHMARK	48-K.VII.D.3.	<p>Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)</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> <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>



		4 year Olds: 38 Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.4 Explores maps and globes
BENCHMARK	48-K.VII.D.4.	<p>Uses spatial words (e.g., far/close, over/under and up/down)</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: 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>
BENCHMARK	48-K.VII.D.5.	<p>Recognizes some geographic tools and resources (e.g., maps, globes or GPS)</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> <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>
BENCHMARK	48-K.VII.D.6.	<p>Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)</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 Participates in efforts to protect the environment</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and</p>

		<p>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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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VII.</b>	<b>SOCIAL STUDIES DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VII.E.</b>	<b>TIME, CONTINUITY AND CHANGE</b>
<b>BENCHMARK</b>	<b>48-K.VII.E.2.</b>	<p>Observes and recognizes changes that take place over time in the immediate environment</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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VII.</b>	<b>SOCIAL STUDIES DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VII.F.</b>	<b>GOVERNANCE, CIVIC IDEALS AND PRACTICES</b>
<b>BENCHMARK</b>	<b>48-K.VII.F.1.</b>	<p>Recognizes and follows rules and expectations in varying settings</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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BENCHMARK	48-K.VII.F.2.	<p>Participates in problem solving and decision making</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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BENCHMARK	48-K.VII.F.3.	<p>Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)</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 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: 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</p>
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		<p>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</p> <p>Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress</p> <p>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> <p>Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress</p> <p>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</p> <p>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 understanding of citizenship : Progress</p> <p>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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VII.</b>	<b>SOCIAL STUDIES DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VII.G.</b>	<b>ECONOMICS AND RESOURCES</b>
<b>BENCHMARK</b>	<b>48-K.VII.G.1.</b>	<p>Recognizes the difference between wants and needs</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>

<b>BENCHMARK</b>	<b>48-K.VII.G.2.</b>	<p>Begins to recognize that people work to earn money to buy things they need or want</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VII.</b>	<b>SOCIAL STUDIES DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VII.H.</b>	<b>TECHNOLOGY AND OUR WORLD</b>
<b>BENCHMARK</b>	<b>48-K.VII.H.1.</b>	Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or

		<p>music players)</p> <p><u>Progress Monitoring Skills</u></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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VIII.A.</b>	<b>SENSORY ART EXPERIENCE</b>
<b>BENCHMARK</b>	<b>48-K.VIII.A.1.</b>	<p>Combines with intention a variety of open-ended, process-oriented and diverse art materials</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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VIII.B.</b>	<b>MUSIC</b>
<b>BENCHMARK</b>	<b>48-K.VIII.B.1.</b>	<p>Actively participates in a variety of individual and group musical 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: 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</p>

		musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity
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<b>BENCHMARK</b>	<b>48-K.VIII.B.2.</b>	<p>Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music 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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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VIII.C.</b>	<b>CREATIVE MOVEMENT</b>
<b>BENCHMARK</b>	<b>48-K.VIII.C.1.</b>	<p>Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge</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  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: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for 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  4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations  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  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  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  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>

<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VIII.D.</b>	<b>IMAGINATIVE AND CREATIVE PLAY</b>
<b>BENCHMARK</b>	<b>48-K.VIII.D.1.</b>	Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment



		<p><b>Progress Monitoring Skills</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>
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<b>BODY OF KNOWLEDGE</b>	<b>FL.48-K.VIII.</b>	<b>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN (48 months-Kindergarten)</b>
<b>BIG IDEA</b>	<b>48-K.VIII.E.</b>	<b>APPRECIATION OF THE ARTS</b>
<b>BENCHMARK</b>	<b>48-K.VIII.E.1.</b>	<p>Uses appropriate art vocabulary to describe own art creations and those of others</p> <p><b>Progress Monitoring Skills</b></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>

BENCHMARK	48-K.VIII.E.2.	<p>Compares own art to similar art forms</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>
BENCHMARK	48-K.VIII.E.3.	<p>Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past</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>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>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: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between</p>

	<p>self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p> <p>4 year Olds: 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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