



Curriculum Alignment with

Hawaii Early Learning and Development Standards

Grade: **Ages 3-5** - Adopted: **2014**

CONTENT STANDARD / COURSE	HI.48.PHM.	Physical Well-Being, Health, and Motor Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.PHM.1.	Motor Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.PHM.1.1.	Gross Motor Skills
EXPECTATION / TOPIC	48.PHM.1.1.3.	<p>Continue to sustain balance during simple movement experiences (PHM.48.c)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance 4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks 4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities</p>

CONTENT STANDARD / COURSE	HI.48.PHM.	Physical Well-Being, Health, and Motor Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.PHM.1.	Motor Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.PHM.1.2.	Fine Motor Skills
EXPECTATION / TOPIC	48.PHM.1.2.1.	<p>Refine wrist and finger movements for more control (e.g. pours without spilling, buttons, zips, buckles, turns knobs) (PHM.48.d)</p> <p><u>Progress Monitoring Skills</u> 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 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</p>

EXPECTATION / TOPIC	48.PHM.1.2.2.	<p>Hold writing/drawing tools with a three-point finger grip (PHM.48.f)</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</p>
----------------------------	----------------------	--

		<p>Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress</p> <p>Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p>
--	--	--

CONTENT STANDARD / COURSE	HI.48.PHM.	Physical Well-Being, Health, and Motor Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.PHM.2.	Physical Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.PHM.2.1.	Physical Exercise
EXPECTATION / TOPIC	48.PHM.2.1.1.	<p>Participate in a variety of physical exercise (PHM.36-48.e)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 04 Demonstrates gross motor skills: Progress</p> <p>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>

CONTENT STANDARD / COURSE	HI.48.PHM.	Physical Well-Being, Health, and Motor Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.PHM.3.	Health and Personal Care
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.PHM.3.1.	Daily Living Skills
EXPECTATION / TOPIC	48.PHM.3.1.3.	<p>Attend to personal health needs and ask for assistance when needed (PHM.48.i)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress</p> <p>Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>

EXPECTATION / TOPIC	48.PHM.3.1.4.	Identify personal hygiene needs (e.g. "I need to go potty.") (PHM.48.k)
----------------------------	----------------------	---

		<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
--	--	--

CONTENT STANDARD / COURSE	HI.48.PHM.	Physical Well-Being, Health, and Motor Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.PHM.3.	Health and Personal Care
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.PHM.3.2.	Nutrition
EXPECTATION / TOPIC	48.PHM.3.2.1.	Identify healthy food choices (PHM.48.m) <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

CONTENT STANDARD / COURSE	HI.48.PHM.	Physical Well-Being, Health, and Motor Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.PHM.3.	Health and Personal Care
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.PHM.3.3.	Safe Practices
EXPECTATION / TOPIC	48.PHM.3.3.1.	Use basic safety practices (PHM/GK.36-48.j) <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
--	--	---

CONTENT STANDARD / COURSE	HI.48.PHM.	Physical Well-Being, Health, and Motor Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.PHM.3.	Health and Personal Care
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.PHM.3.4.	Rules and Regulations
EXPECTATION / TOPIC	48.PHM.3.4.1.	<p>With adult assistance, retell a rule or safety practice (PHM/GK.48.n)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>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: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress</p>

		<p>Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</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>
--	--	--

CONTENT STANDARD / COURSE	HI.48.SE.	Social and Emotional Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.SE.1.	Social Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.SE.1.1.	Interactions with Adults
EXPECTATION / TOPIC	48.SE.1.1.1.	<p>With adult assistance, separate from significant adults without demonstrating a great deal of anxiety (SE.48.a)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.1 Seeks out adult for help</p> <p>3 Year Olds: 16- Develops relationships with adults Progress Monitoring Skill: 16.2 Shows affection to familiar adults by using words and actions</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.1 Transitions well into new, unfamiliar settings Use a familiar adult's suggestions to decide how to respond to a specific situation</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.2 Shows affection to familiar adults by using more complex words and actions</p> <p>4 year Olds: 14 Develops relationships with adults: Progress Monitoring Skill: 14.3 Seeks out adults as a resource for help and assistance</p>

CONTENT STANDARD / COURSE	HI.48.SE.	Social and Emotional Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.SE.1.	Social Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.SE.1.2.	Interactions with Peers
EXPECTATION / TOPIC	48.SE.1.2.1.	Initiate interactions with other children or interact when other children initiate (SE.48.b)

		<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>
--	--	---

EXPECTATION / TOPIC	48.SE.1.2.2.	Participate in small- and large-group activities (SE.48.c)
---------------------	--------------	--

	<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p>
--	--

		<p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p>
EXPECTATION / TOPIC	48.SE.1.2.3.	<p>Make and maintain a friendship with at least one child (SE.48.d)</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>
EXPECTATION / TOPIC	48.SE.1.2.4.	<p>At times, recognize and name the feeling of self and others (SE.48.e)</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</p>

		<p>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</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> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress</p> <p>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</p> <p>Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
--	--	--

CONTENT STANDARD / COURSE	HI.48.SE.	Social and Emotional Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.SE.1.	Social Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.SE.1.3.	Adaptive Social Behavior
EXPECTATION / TOPIC	48.SE.1.3.1.	<p>Follow routines and social rules in a group setting most of the time (SE.48.f)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress</p> <p>Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress</p> <p>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: 15- Demonstrates self-control Progress</p> <p>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</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</p>

		<p>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>
--	--	--

CONTENT STANDARD / COURSE	HI.48.SE.	Social and Emotional Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.SE.2.	Emotional Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.SE.2.1.	Self-efficacy
EXPECTATION / TOPIC	48.SE.2.1.1.	<p>Demonstrate confidence in own abilities (SE.48.g)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own</p>

		<p>choices</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <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>
--	--	--

CONTENT STANDARD / COURSE	HI.48.SE.	Social and Emotional Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.SE.2.	Emotional Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.SE.2.2.	Self-control and Regulation
EXPECTATION / TOPIC	48.SE.2.2.1.	<p>Regulate own emotions and behavior most of the time (SE.48.h)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses</p> <p>4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom</p>

		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
--	--	--

CONTENT STANDARD / COURSE	HI.48.SE.	Social and Emotional Development (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.SE.2.	Emotional Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.SE.2.3.	Emotional Expression
EXPECTATION / TOPIC	48.SE.2.3.1.	<p>Regulate own emotions and behavior most of the time (SE.48.h)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task 3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks 3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support 4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.1 Regulates own emotions and behaviors and seeks out adult support when needed 4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.2 Regulates a range of impulses 4 year Olds: 13 Demonstrates self-control : Progress Monitoring Skill: 13.3 Manages transitions and adapts to changes in schedules and routines independently 4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read 4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>

CONTENT STANDARD / COURSE	HI.48.AL.	Approaches to Learning (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.AL.1.1.	Initiative and Creativity
EXPECTATION / TOPIC	48.AL.1.1.1.	<p>Try new activities and experiences independently (AL/LA.48.a)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself 3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</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>
--	--

CONTENT STANDARD / COURSE	HI.48.AL.	Approaches to Learning (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.AL.1.2.	Persistence and Attentiveness
EXPECTATION / TOPIC	48.AL.1.2.1.	<p>Plan and pursue a variety of challenging tasks (AL.48-KE.b)</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: 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: 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: 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: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try</p>

		<p>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> <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>
--	--	--

EXPECTATION / TOPIC	48.AL.1.2.2.	<p>With adult assistance, sustain longer interest in working on a task or in play (AL.48.c)</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</p>
---------------------	--------------	---

		<p>participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and 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>
--	--	---

CONTENT STANDARD / COURSE	HI.48.AL.	Approaches to Learning (36-48 Months)
----------------------------------	------------------	--

STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.AL.1.3.	Problem Solving
EXPECTATION / TOPIC	48.AL.1.3.1.	<p>Solve problems without having to try every possibility (AL/LA.48.d)</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>

CONTENT STANDARD / COURSE	HI.48.AL.	Approaches to Learning (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.AL.1.4.	Reflection and Interpretation
EXPECTATION / TOPIC	48.AL.1.4.2.	<p>Recall past experiences in new situations (AL/LA.48.f)</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</p>

		describes sequence of events 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
--	--	---

CONTENT STANDARD / COURSE	HI.48.AL.	Approaches to Learning (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.AL.1.5.	Effective and Ethical Use of Technology
EXPECTATION / TOPIC	48.AL.1.5.2.	<p>Create letters and other forms using various materials (AL/LA.48.h)</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</p>

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.1.	Mathematics and Numeracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.1.1.	Number Sense
EXPECTATION / TOPIC	48.GK.1.1.1.	<p>Verbally count to 10 (GK.48.a)</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</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>
EXPECTATION / TOPIC	48.GK.1.1.2.	<p>Recite numbers in the correct order and understand that numbers come before or after one another (GK.48.b)</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>
EXPECTATION / TOPIC	48.GK.1.1.3.	<p>Recognize and name written numerals to 5 (GK.48.c)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
EXPECTATION / TOPIC	48.GK.1.1.4.	<p>Demonstrate an understanding of one-to-one correspondence (GK.48.d)</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</p>

		<p>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>
EXPECTATION / TOPIC	48.GK.1.1.5.	<p>Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)</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>
EXPECTATION / TOPIC	48.GK.1.1.6.	<p>Recognize and duplicate simple patterns (GK.48.f)</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>
CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)

STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.1.	Mathematics and Numeracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.1.2.	Operations
EXPECTATION / TOPIC	48.GK.1.2.1.	<p>Recognize and name the number of items in a small set, up to 5 objects (GK.48.e)</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>

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.1.	Mathematics and Numeracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.1.3.	Measurement and Data
EXPECTATION / TOPIC	48.GK.1.3.2.	<p>Order objects according to one attribute of length, weight, capacity, or area (GK.48.h)</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</p>

		<p>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>
--	--	---

EXPECTATION / TOPIC	48.GK.1.3.3.	<p>Sort objects into subgroups by one or two attributes (GK.48.i)</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: 27.1 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>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.1.	Mathematics and Numeracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.1.4.	Geometry
EXPECTATION / TOPIC	48.GK.1.4.1.	Follow basic directionality with adults and peers (GK.48.j)

		<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>
EXPECTATION / TOPIC	48.GK.1.4.2.	<p>Identify common geometric shapes (e.g. circle, square, rectangle, triangle) (GK.48.k)</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>
EXPECTATION / TOPIC	48.GK.1.4.3.	<p>With adult assistance, create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.48.l)</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>
CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.2.	Science

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.2.1.	Scientific and Engineering Practices
EXPECTATION / TOPIC	48.GK.2.1.1.	<p>Use the senses as tools with which to observe, describe, and classify (GK.48.m)</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>

EXPECTATION / TOPIC	48.GK.2.1.3.	<p>Ask questions and seek answers about the world around them (GK.48.p)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.2.	Science
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.2.2.	Physical Science
EXPECTATION / TOPIC	48.GK.2.2.1.	<p>Make comparisons among objects that have been observed (GK.48.q)</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>
--	--	---

EXPECTATION / TOPIC	48.GK.2.2.2.	<p>With adult assistance, explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.48.r)</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>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.2.	Science
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.2.3.	Life Sciences
EXPECTATION / TOPIC	48.GK.2.3.1.	Identify the physical properties of some living and non-living things (GK.48.s)

		<p>Progress Monitoring Skills</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>
--	--	---

EXPECTATION / TOPIC	48.GK.2.3.2.	<p>Notice similarities and differences between animals and their offspring (GK.48.t)</p> <p>Progress Monitoring Skills</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>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.2.	Science
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.2.4.	Earth's Place in the Universe

EXPECTATION / TOPIC	48.GK.2.4.1.	<p>Identify the characteristics of weather based on first-hand observations using related vocabulary (GK.48.u)</p> <p><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</p>
---------------------	--------------	--

EXPECTATION / TOPIC	48.GK.2.4.2.	<p>Describe the effects of the sun or sunlight (GK.48.v)</p> <p><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</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.2.	Science

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.2.5.	Engineering, Technology, and Applications of Science
EXPECTATION / TOPIC	48.GK.2.5.1.	<p>Identify and use simple tools to extend observations (GK.48.w)</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: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and</p>

		<p>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>
--	--	---

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.3.	Social Studies
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.3.1.	History
EXPECTATION / TOPIC	48.GK.3.1.1.	<p>Discuss and identify the order of daily routines (GK.48.x)</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</p>

		<p>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>
--	--	---

EXPECTATION / TOPIC	48.GK.3.1.2.	<p>Use time phrases and tense selection appropriately (e.g. today, yesterday, tomorrow, later) (GK.48.y)</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>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.3.	Social Studies
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.3.2.	Geography
EXPECTATION / TOPIC	48.GK.3.2.1.	<p>Construct a roadway or path out of blocks or other building materials (GK.48.z)</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>

EXPECTATION / TOPIC	48.GK.3.2.2.	<p>Respond appropriately to moving body in directional ways (GK.48.aa)</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</p>
---------------------	--------------	---

		community Progress Monitoring Skill: 43.1 Identifies locations of people and objects 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
--	--	---

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.3.	Social Studies
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.3.3.	Economics
EXPECTATION / TOPIC	48.GK.3.3.1.	<p>Identify some basic needs and how to meet them (e.g. "When I'm thirsty, I get a drink.") (GK.48.bb)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>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: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.5 Describes roles and responsibilities of a variety of occupations</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.6 Describes how people interact economically and how goods and services are exchanged</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.7 Explores the uses of technology and understand its role in the environment</p>

EXPECTATION / TOPIC	48.GK.3.3.2.	<p>Pretend to be a buyer or seller (GK.48-KE.cc)</p> <p><u>Progress Monitoring Skills</u> 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 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 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 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 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>
---------------------	--------------	---

EXPECTATION / TOPIC	48.GK.3.3.3.	<p>Identify that adults go to work to earn money (GK.48.dd)</p> <p><u>Progress Monitoring Skills</u> 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 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>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.3.	Social Studies
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.3.4.	Government/Political Science
EXPECTATION / TOPIC	48.GK.3.4.1.	<p>With adult assistance, retell a rule or safety practice (PHM/GK.48.n)</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</p>

		Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs
--	--	--

EXPECTATION / TOPIC	48.GK.3.4.2.	<p>Use basic safety practices (PHM/GK.36-48.j)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.4.	Community and Culture
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.4.1.	Community
EXPECTATION / TOPIC	48.GK.4.1.1.	<p>Relate own identification information (GK.48.ee)</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>
--	--	---

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.4.	Community and Culture
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.4.2.	Culture
EXPECTATION / TOPIC	48.GK.4.2.1.	<p>Show awareness, knowledge, and appreciation of own culture (GK.48.ff)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p>

		<p>Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress</p> <p>Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
--	--	---

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.5.	Creative Arts Expression and Representation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.5.1.	Visual
EXPECTATION / TOPIC	48.GK.5.1.1.	<p>Describe color and shape in artwork (GK.48.gg)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>

EXPECTATION / TOPIC	48.GK.5.1.2.	<p>Use a variety of tools and materials to create new products (GK.48.hh)</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</p>
----------------------------	---------------------	---

		<p>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>
EXPECTATION / TOPIC	48.GK.5.1.3.	<p>Comment on characteristics of others' work (GK.48.ii)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
EXPECTATION / TOPIC	48.GK.5.1.4.	<p>Name the feelings that own artwork is intended to express (GK.48.jj)</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</p>

		<p>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>
--	--	--

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.5.	Creative Arts Expression and Representation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.5.2.	Musical
EXPECTATION / TOPIC	48.GK.5.2.1.	<p>Use instruments to create rhythm and sound, imitating adults (GK.48.mm)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>

EXPECTATION / TOPIC	48.GK.5.2.2.	<p>Sing songs in recognizable ways (GK.36-48.kk)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
----------------------------	---------------------	--

EXPECTATION / TOPIC	48.GK.5.2.3.	<p>Sing songs imitating adults (GK.48.nn)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p>
----------------------------	---------------------	---

		<p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
--	--	---

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.5.	Creative Arts Expression and Representation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.5.3.	Movement
EXPECTATION / TOPIC	48.GK.5.3.1.	<p>Use body and energy to move in different ways (GK.36-48.II)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 46- Participates in dance to express creativity Progress Monitoring Skill: 46.1 Repeats choreographed movements and begin to express creativity in movements</p> <p>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: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p> <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>
EXPECTATION / TOPIC	48.GK.5.3.2.	<p>Engage in play that has a story line (GK.48.oo)</p> <p><u>Progress Monitoring Skills</u></p>

	<p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 09 Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 9.1 Engages in elaborate and sustained imaginary play</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 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: 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>
--	--	--

EXPECTATION / TOPIC	48.GK.5.3.3.	<p>Move, imitating adults (GK.48.pp)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 46- Participates in dance to express creativity Progress Monitoring Skill: 46.1 Repeats choreographed movements and begin to express creativity in movements</p> <p>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: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p> <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>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.48.GK.	Cognition and General Knowledge (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.GK.5.	Creative Arts Expression and Representation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.GK.5.4.	Dramatic Expression
EXPECTATION / TOPIC	48.GK.5.4.1.	<p>Show awareness, knowledge, and appreciation of own culture (GK.48.ff)</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>
--	--	--

EXPECTATION / TOPIC	48.GK.5.4.2.	<p>Listen to performances or artists at work (e.g. storytellers, puppet shows) (GK.48.qq)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 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>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.1.	Reading Literature

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.1.1.	Key Ideas and Details
EXPECTATION / TOPIC	48.LA.1.1.1.	<p>Ask and answer questions about essential narrative elements (LA.48.a)</p> <p><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</p>
EXPECTATION / TOPIC	48.LA.1.1.2.	<p>With adult assistance, retell a simple story in sequence with picture support or using props (LA.48.b)</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: 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: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play 3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories 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: 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</p>

		<p>learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
--	--	--

EXPECTATION / TOPIC	48.LA.1.1.3.	<p>Identify characters and recall an event in a story (LA.48.c)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.1.	Reading Literature
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.1.2.	Craft and Structure

EXPECTATION / TOPIC	48.LA.1.2.1.	<p>Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)</p> <p><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</p>
EXPECTATION / TOPIC	48.LA.1.2.2.	<p>Recognize books written by the same author or illustrator (LA.48.i)</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: 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 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 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories 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: 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</p>

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.1.	Reading Literature
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.1.3.	Integration of Knowledge and Ideas
EXPECTATION / TOPIC	48.LA.1.3.1.	<p>Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)</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>
--	--	---

EXPECTATION / TOPIC	48.LA.1.3.2.	<p>Ask and answer questions about essential narrative elements (LA.48.a)</p> <p><u>Progress Monitoring Skills</u></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>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.1.	Reading Literature
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.1.4.	Range of Reading and Level of Text Complexity
EXPECTATION / TOPIC	48.LA.1.4.1.	<p>Ask and answer questions about essential narrative elements (LA.48.a)</p> <p><u>Progress Monitoring Skills</u></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>

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.2.	Reading Informational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.2.2.	Craft and Structure
EXPECTATION / TOPIC	48.LA.2.2.1.	<p>Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)</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</p>

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.2.	Reading Informational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.2.3.	Integration of Knowledge and Ideas
EXPECTATION / TOPIC	48.LA.2.3.3.	<p>Recall the sequence of personal routines or events (LA.48.l)</p> <p><u>Progress Monitoring Skills</u> 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 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>

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.2.	Reading Informational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.2.4.	Range of Reading and Level of Text Complexity
EXPECTATION / TOPIC	48.LA.2.4.1.	<p>Sit and listen to an engaging story from beginning to end (LA.48.m)</p> <p><u>Progress Monitoring Skills</u> 4 year Olds: 20 Converses and builds understanding: Progress</p>

		Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period
--	--	---

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.3.	Reading Foundational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.3.1.	Print Concepts
EXPECTATION / TOPIC	48.LA.3.1.1.	<p>Handle books respectfully and appropriately (holding them right-side up and turning pages one at a time from front to back) (LA.48.n)</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>

EXPECTATION / TOPIC	48.LA.3.1.3.	<p>Recognize and name 10 letters (LA.48.p)</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, recognizes and names some upper and lower case letters of the alphabet</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.3.	Reading Foundational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.3.2.	Phonological Awareness
EXPECTATION / TOPIC	48.LA.3.2.1.	<p>Recognize rhyming words (LA.48.q)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p>

		<p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>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>
--	--	--

EXPECTATION / TOPIC	48.LA.3.2.2.	<p>Hear and show awareness of separate words in sentences (LA.48.r)</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>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.3.	Reading Foundational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.3.3.	Phonics and Word Recognition
EXPECTATION / TOPIC	48.LA.3.3.2.	<p>Identify own name in print (LA.48.t)</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>

EXPECTATION / TOPIC	48.LA.3.3.3.	<p>Recognize symbols and logos in the environment (LA.48.u)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.3.	Reading Foundational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.3.4.	Fluency

EXPECTATION / TOPIC	48.LA.3.4.1.	<p>Pretend to read a familiar book, describing what is on each page using picture cues (LA.48.j)</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</p>
---------------------	--------------	---

		<p>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>
--	--	--

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.4.	Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.4.1.	Text Types and Purposes
EXPECTATION / TOPIC	48.LA.4.1.1.	<p>Add detail to drawings and other products with simple descriptive words, symbols, scribbles or letter-like forms (LA.48.v)</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</p>

		<p>to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
EXPECTATION / TOPIC	48.LA.4.1.2.	<p>Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)</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>
EXPECTATION / TOPIC	48.LA.4.1.3.	<p>Tell stories that refer to other times and places with some details (LA.48.x)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice 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</p>

		Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions
--	--	---

EXPECTATION / TOPIC	48.LA.4.1.4.	<p>Write some letters and letter-like forms (LA.48.y)</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</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.4.	Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.4.2.	Production and Distribution of Writing
EXPECTATION / TOPIC	48.LA.4.2.1.	<p>Solve problems without having to try every possibility (AL/LA.48.d)</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)</p>

		<p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
--	--	--

EXPECTATION / TOPIC	48.LA.4.2.2.	<p>Create letters and other forms using various materials (AL/LA.48.h)</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>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.4.	Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.4.3.	Research to Build and Present Knowledge
EXPECTATION / TOPIC	48.LA.4.3.1.	<p>Try new activities and experiences independently (AL/LA.48.a)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress</p>

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

		demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed
EXPECTATION / TOPIC	48.LA.4.3.2.	Recall past experiences in new situations (AL/LA.48.f) <u>Progress Monitoring Skills</u> 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
CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.5.	Speaking and Listening
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.5.1.	Comprehension and Collaboration
EXPECTATION / TOPIC	48.LA.5.1.1.	With adult assistance, listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.48.z) <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: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through

		<p>everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <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>
EXPECTATION / TOPIC	48.LA.5.1.2.	<p>With adult assistance, observe and use appropriate ways of interacting in a group (e.g. takes turns in talking, listens to peers, waits to speak until another person is finished talking, asks questions and waits for an answer) (LA.48.aa)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, 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>
EXPECTATION / TOPIC	48.LA.5.1.3.	<p>Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)</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: 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: 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: 21.3 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>
--	--	---

EXPECTATION / TOPIC	48.LA.5.1.4.	<p>Try new activities and experiences independently (AL/LA.48.a)</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</p>
---------------------	--------------	---

		<p>Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress</p> <p>Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress</p> <p>Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress</p> <p>Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress</p> <p>Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
--	--	---

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.5.	Speaking and Listening
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.5.2.	Presentation of Knowledge and Ideas
EXPECTATION / TOPIC	48.LA.5.2.2.	<p>Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height</p> <p>Progress Monitoring Skill: 32.1 Labels objects using size words</p>

EXPECTATION / TOPIC	48.LA.5.2.3.	<p>Be understood by most adults (LA.48.bb)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 19 Uses increasingly complex spoken language:</p> <p>Progress Monitoring Skill: 19.1 Uses spoken language that can be easily understood</p>
----------------------------	---------------------	---

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.6.	Language

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.6.1.	Conventions of Standard English
EXPECTATION / TOPIC	48.LA.6.1.1.	<p>Use complete four- to six- word sentences (LA.48.cc)</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: 21.2 Demonstrates use of expanded sentences and sentence structures</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>
EXPECTATION / TOPIC	48.LA.6.1.2.	<p>Write some letters and letter-like forms (LA.48.y)</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>
EXPECTATION / TOPIC	48.LA.6.1.3.	<p>Sometimes, label after creating drawing, construction, movement, or dramatization (LA.48.w)</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: 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</p>

		<p>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>
--	--	---

CONTENT STANDARD / COURSE	HI.48.LA.	English Language Arts and Literacy (36-48 Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	48.LA.6.	Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	48.LA.6.2.	Vocabulary Acquisition and Use
EXPECTATION / TOPIC	48.LA.6.2.2.	<p>With adult assistance, use word relationships to sort objects into subgroups by one or two attributes such as color, size, or shape (LA.48.ee)</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: 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: 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</p>

		<p>ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns</p> <p>4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.2 Independently orders objects using one characteristic and describes the criteria used</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.1 Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes</p> <p>4 year Olds: 30 Explores, recognizes, and describes shapes and shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes</p>
EXPECTATION / TOPIC	48.LA.6.2.3.	<p>Respond appropriately to specific vocabulary and simple statements, questions, and stories (LA.48.g)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
EXPECTATION / TOPIC	48.LA.6.2.4.	<p>Retell experiences in order, providing details (AL/LA.48-KE.e)</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</p>

		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
--	--	---

CONTENT STANDARD / COURSE	HI.KE.PHM.	Physical Well-Being, Health, and Motor Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.PHM.1.	Motor Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.PHM.1.1.	Gross Motor Skills
EXPECTATION / TOPIC	KE.PHM.1.1.1.	Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a) <u>Progress Monitoring Skills</u> 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance 4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks 4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities

EXPECTATION / TOPIC	KE.PHM.1.1.3.	Sustain balance during complex movement experiences (e.g. hops across the playground, attempts to jump rope) (PHM.KE.c) <u>Progress Monitoring Skills</u> 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.1 Coordinates movements to perform a task 3 Year Olds: 06- Demonstrates gross motor skills Progress Monitoring Skill: 6.2 Demonstrates coordination and balance 4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.1 Coordinates movements to perform more complex tasks 4 year Olds: 04 Demonstrates gross motor skills: Progress Monitoring Skill: 4.2 Demonstrates coordination and balance in a variety of activities
----------------------------	----------------------	---

CONTENT STANDARD / COURSE	HI.KE.PHM.	Physical Well-Being, Health, and Motor Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.PHM.1.	Motor Development

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.PHM.1.2.	Fine Motor Skills
EXPECTATION / TOPIC	KE.PHM.1.2.2.	<p>Have more control while holding writing/drawing tools with a three-point finger grip (PHM.KE.e)</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>

CONTENT STANDARD / COURSE	HI.KE.PHM.	Physical Well-Being, Health, and Motor Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.PHM.2.	Physical Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.PHM.2.1.	Physical Exercise
EXPECTATION / TOPIC	KE.PHM.2.1.1.	<p>Name a physiological indicator that accompanies moderate to vigorous physical activities (e.g. "I feel tired", feels increase in heart rate) (PHM.KE.f)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p>

		<p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>
EXPECTATION / TOPIC	KE.PHM.2.1.2.	<p>Name a social or emotional benefit of participating in physical activities (PHM.KE.h)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>
EXPECTATION / TOPIC	KE.PHM.2.1.3.	<p>Participate in physical activities (PHM.KE.i)</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>
CONTENT STANDARD / COURSE	HI.KE.PHM.	Physical Well-Being, Health, and Motor Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.PHM.3.	Health and Personal Care
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.PHM.3.1.	Daily Living Skills
EXPECTATION / TOPIC	KE.PHM.3.1.3.	<p>Manage routines (e.g. dresses self, uses toilet alone, uses utensils) (PHM.KE.k)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress</p>

		Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs
--	--	--

EXPECTATION / TOPIC	KE.PHM.3.1.4.	<p>Identify and attend to personal hygiene needs (PHM.KE.l)</p> <p><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</p>
---------------------	---------------	---

CONTENT STANDARD / COURSE	HI.KE.PHM.	Physical Well-Being, Health, and Motor Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.PHM.3.	Health and Personal Care
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.PHM.3.2.	Nutrition
EXPECTATION / TOPIC	KE.PHM.3.2.1.	<p>Can explain that some foods help bodies to grow and be healthy (PHM.KE.n)</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>

CONTENT STANDARD / COURSE	HI.KE.PHM.	Physical Well-Being, Health, and Motor Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.PHM.3.	Health and Personal Care
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.PHM.3.3.	Safe Practices
EXPECTATION / TOPIC	KE.PHM.3.3.1.	<p>Can articulate what to do in an emergency (i.e. call 911; fire procedures [evacuate, stop, drop, roll]) (PHM.KE.o)</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</p>

		<p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>
--	--	---

EXPECTATION / TOPIC	KE.PHM.3.3.2.	<p>Recognize everyday dangers (e.g. stove, knives, matches, medicine) and follow rules regarding them (PHM.KE.p)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.1 Independently show awareness of dangerous situations and respond with some knowledge of safety instructions</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.2 Communicate to peers and adults when dangerous situations are observed</p> <p>3 Year Olds: 01- Practices healthy and safe habits Progress Monitoring Skill: 1.3 Attends to personal health needs and self-care needs independently</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p>
---------------------	---------------	--

CONTENT STANDARD / COURSE	HI.KE.PHM.	Physical Well-Being, Health, and Motor Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.PHM.3.	Health and Personal Care
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.PHM.3.4.	Rules and Regulations
EXPECTATION / TOPIC	KE.PHM.3.4.1.	<p>Discuss examples of authority, rules, fairness, and personal responsibilities in own experiences and in stories read to him/her (PHM/GK.KE.q)</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>
--	--	---

CONTENT STANDARD / COURSE	HI.KE.SE.	Social and Emotional Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.SE.1.	Social Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.SE.1.2.	Interactions with Peers
EXPECTATION / TOPIC	KE.SE.1.2.1.	<p>Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>

	<p>Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p> <p>Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p> <p>Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally</p>
--	--

		presented text, conversations and group discussions for an extended period
EXPECTATION / TOPIC	KE.SE.1.2.3.	<p>Share materials, toys, and ideas during play (SE.KE.d)</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
--	--	---

EXPECTATION / TOPIC	KE.SE.1.2.4.	<p>Show respect and recognize the feelings of others and the causes of their reactions (SE.KE.e)</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>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.KE.SE.	Social and Emotional Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.SE.1.	Social Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.SE.1.3.	Adaptive Social Behavior

EXPECTATION / TOPIC	KE.SE.1.3.1.	<p>Follow schedule and typical classroom routines (e.g. comes when called, sits attentively at circle, participates in clean-up) (SE.KE.f)</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>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.KE.SE.	Social and Emotional Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.SE.2.	Emotional Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.SE.2.1.	Self-efficacy

EXPECTATION / TOPIC	KE.SE.2.1.1.	<p>Show satisfaction in accomplishments (SE.KE.g)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
EXPECTATION / TOPIC	KE.SE.2.1.2.	<p>Follow routines for care of own belongings and school supplies (SE.KE.h)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p>

		<p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.1 Discusses rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>4 year Olds: 37 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member: Progress Monitoring Skill: 37.2 Completes jobs to contribute to his/her classroom community and communicate why it is important</p>
--	--	--

CONTENT STANDARD / COURSE	HI.KE.SE.	Social and Emotional Development (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.SE.2.	Emotional Development
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.SE.2.3.	Emotional Expression
EXPECTATION / TOPIC	KE.SE.2.3.1.	<p>Express emotions through socially appropriate actions and words (SE.KE.j)</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>

		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
--	--	--

EXPECTATION / TOPIC	KE.SE.2.3.2.	<p>Communicate personal experiences or interests (SE.KE.k)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
---------------------	--------------	---

EXPECTATION / TOPIC	KE.SE.2.3.3.	<p>Recognize and describe own feelings (SE.KE.I)</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</p>
---------------------	--------------	--

		<p>expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 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>
--	--	--

CONTENT STANDARD / COURSE	HI.KE.AL.	Approaches to Learning (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.AL.1.1.	Initiative and Creativity
EXPECTATION / TOPIC	KE.AL.1.1.1.	<p>Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)</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>
--	--	--

CONTENT STANDARD / COURSE	HI.KE.AL.	Approaches to Learning (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.AL.1.2.	Persistence and Attentiveness
EXPECTATION / TOPIC	KE.AL.1.2.1.	<p>Plan and pursue a variety of challenging tasks (AL.48-KE.b)</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</p>

		<p>Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p> <p>Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p> <p>Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p> <p>Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring 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: 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: 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: 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: 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> <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>
--	--	---

EXPECTATION / TOPIC	KE.AL.1.2.2.	<p>Sustain work on age-appropriate, interesting tasks (can ignore most distractions and interruptions) (AL.KE.c)</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</p>
---------------------	--------------	--

		<p>Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p> <p>Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring</p> <p>Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress 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>
--	--	---

CONTENT STANDARD / COURSE	HI.KE.AL.	Approaches to Learning (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.AL.1.3.	Problem Solving
EXPECTATION / TOPIC	KE.AL.1.3.1.	<p>Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)</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</p>

		<p>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>
--	--	--

CONTENT STANDARD / COURSE	HI.KE.AL.	Approaches to Learning (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.AL.1.	Learning Approaches
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.AL.1.5.	Effective and Ethical Use of Technology
EXPECTATION / TOPIC	KE.AL.1.5.2.	<p>Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)</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>

		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
--	--	--

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.1.	Mathematics and Numeracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.1.1.	Number Sense
EXPECTATION / TOPIC	KE.GK.1.1.1.	<p>Verbally count to 20 by ones (GK.KE.a)</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>

EXPECTATION / TOPIC	KE.GK.1.1.2.	<p>Demonstrate ability to count in sequence (GK.KE.b)</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 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>
----------------------------	---------------------	---

EXPECTATION / TOPIC	KE.GK.1.1.3.	<p>Recognize and name written numerals to 10 (GK.KE.c)</p> <p><u>Progress Monitoring Skills</u> 4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites</p>
----------------------------	---------------------	--

		<p>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>
EXPECTATION / TOPIC	KE.GK.1.1.4.	<p>Count many kinds of concrete objects and actions up to 10 using one-to-one correspondence (GK.KE.d)</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>
EXPECTATION / TOPIC	KE.GK.1.1.5.	<p>Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)</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>
EXPECTATION / TOPIC	KE.GK.1.1.6.	<p>Recognize, create, and repeat simple patterns (GK.KE.f)</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>
CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.1.	Mathematics and Numeracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.1.2.	Operations

EXPECTATION / TOPIC	KE.GK.1.2.1.	<p>Use a range of strategies (e.g. counting, subtracting, matching) to compare quantity in two sets of objects and describe the comparison with terms, such as more/less, greater than/fewer/equal to (GK.KE.g)</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>
EXPECTATION / TOPIC	KE.GK.1.2.2.	<p>Count as many as 7 things in a scattered configuration with no errors (GK.KE.e)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p>
CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)

STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.1.	Mathematics and Numeracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.1.3.	Measurement and Data
EXPECTATION / TOPIC	KE.GK.1.3.1.	<p>Recognize the attributes of length, area, weight, and capacity of everyday objects, and use appropriate vocabulary (e.g. long, short, light, big, small, wide, narrow) (GK.KE.h)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words 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: 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 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 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</p>
EXPECTATION / TOPIC	KE.GK.1.3.2.	<p>Compare the attributes of length and weight for two objects including: larger/shorter/same length, heavier/lighter/same, more/less/same (GK.KE.i)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words 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: 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 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 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</p>

EXPECTATION / TOPIC	KE.GK.1.3.3.	<p>Sort, classify, and serialize objects using attributes, such as color, shape, or size (GK.KE.j)</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: 27.1 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 4 year Olds: 28 Sorts, orders, classifies, and creates patterns: Progress Monitoring Skill: 28.1 Identifies, extends, creates simple repeating patterns 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 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</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.1.	Mathematics and Numeracy
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.1.4.	Geometry
EXPECTATION / TOPIC	KE.GK.1.4.1.	<p>Use positional words to describe an object's location (e.g. up, down, above, under, inside, outside) (GK.KE.k)</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>

EXPECTATION / TOPIC	KE.GK.1.4.2.	<p>Recognize and name common shapes, their parts and attributes (GK.KE.l)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently 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</p>
---------------------	--------------	--

EXPECTATION / TOPIC	KE.GK.1.4.3.	<p>Create and represent three-dimensional shapes (e.g. ball/sphere, square/box/cube, tube/cylinder using various manipulative materials) (GK.KE.m)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 35- Explores, recognizes, and describes shapes and shape concepts Progress Monitoring Skill: 35.1 Recognizes basic, two-dimensional shapes in the environment independently 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</p>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.2.	Science
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.2.1.	Scientific and Engineering Practices
EXPECTATION / TOPIC	KE.GK.2.1.1.	<p>Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)</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>

		<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>
EXPECTATION / TOPIC	KE.GK.2.1.2.	<p>Make predictions about changes in materials or objects based on past experience (GK.KE.o)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>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> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
--	--	---

EXPECTATION / TOPIC	KE.GK.2.1.3.	<p>With adult assistance, ask and seek out answers to questions about objects and events (GK.KE.p)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
---------------------------	-----------	---

STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.2.	Science
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.2.2.	Physical Science
EXPECTATION / TOPIC	KE.GK.2.2.1.	<p>Explore different kinds of matter (e.g. wood, metal, water) and describe by observing properties (e.g. visual, aural, textural) (GK.KE.r)</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>
EXPECTATION / TOPIC	KE.GK.2.2.2.	<p>Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)</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>
--	--	--

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.2.	Science
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.2.3.	Life Sciences
EXPECTATION / TOPIC	KE.GK.2.3.1.	<p>Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t)</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>

EXPECTATION / TOPIC	KE.GK.2.3.2.	<p>Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)</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</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>
--	--	---

EXPECTATION / TOPIC	KE.GK.2.3.3.	<p>Observe and describe ways in which many plants and animals resemble their parents (GK.KE.v)</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>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>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.2.	Science
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.2.4.	Earth's Place in the Universe
EXPECTATION / TOPIC	KE.GK.2.4.1.	<p>Describe and anticipate weather changes (GK.KE.w)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 37- Demonstrate knowledge related to dynamic properties of the earth and sky Progress Monitoring Skill: 37.1 Describes basic elements of each season, and differences between daytime and nighttime cycles</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2</p>

		<p>Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3</p> <p>Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4</p> <p>Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5</p> <p>Uses appropriate vocabulary to discuss climate and changes in weather</p>
--	--	---

EXPECTATION / TOPIC	KE.GK.2.4.2.	<p>Name any celestial object seen in the day or night sky (GK.KE.x)</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</p> <p>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</p> <p>Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2</p> <p>Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3</p> <p>Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4</p> <p>Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5</p> <p>Uses appropriate vocabulary to discuss climate and changes in weather</p>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.3.	Social Studies
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.3.1.	History
EXPECTATION / TOPIC	KE.GK.3.1.1.	<p>Recognize calendars and simple timelines (GK.KE.z)</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</p> <p>Recognizes and describes sequence of events</p>

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.3.	Social Studies

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.3.2.	Geography
EXPECTATION / TOPIC	KE.GK.3.2.1.	<p>Construct and describe simple maps of the classroom or home (GK.KE.aa)</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>
EXPECTATION / TOPIC	KE.GK.3.2.2.	<p>Engage in activities that build understanding of words for locations and direction (GK.KE.bb)</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>
CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.3.	Social Studies
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.3.3.	Economics
EXPECTATION / TOPIC	KE.GK.3.3.1.	<p>Identify people's basic needs and explain how they fulfill them (GK.KE.dd)</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>
EXPECTATION / TOPIC	KE.GK.3.3.2.	<p>Identify buyers and sellers (GK.KE.ee)</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>
EXPECTATION / TOPIC	KE.GK.3.3.3.	<p>Pretend to be a buyer or seller (GK.48-KE.cc)</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>
EXPECTATION / TOPIC	KE.GK.3.3.4.	<p>Identify one or two workers, and their jobs in the community (GK.KE.ff)</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</p>

		interact economically and how goods and services are exchanged 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
--	--	---

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.4.	Community and Culture
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.4.1.	Community
EXPECTATION / TOPIC	KE.GK.4.1.1.	<p>Use self-identifying information (e.g. name, age) in situations outside the classroom (GK.KE.gg)</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</p>

		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 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
--	--	--

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.4.	Community and Culture
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.4.2.	Culture
EXPECTATION / TOPIC	KE.GK.4.2.1.	<p>Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)</p> <p><u>Progress Monitoring Skills</u> 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 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 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>

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.5.	Creative Arts Expression and Representation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.5.1.	Visual
EXPECTATION / TOPIC	KE.GK.5.1.1.	<p>Describe texture, color, and shape in artwork (GK.KE.ii)</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: 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>

EXPECTATION / TOPIC	KE.GK.5.1.2.	<p>Explore a variety of age-appropriate materials and media to create two- and three-dimensional artwork (GK.KE.jj)</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>
---------------------	--------------	---

EXPECTATION / TOPIC	KE.GK.5.1.3.	<p>Express an opinion about a work of art (GK.KE.kk)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.5.	Creative Arts Expression and Representation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.5.2.	Musical
EXPECTATION / TOPIC	KE.GK.5.2.1.	<p>Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)</p> <p><u>Progress Monitoring Skills</u></p>

		<p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
EXPECTATION / TOPIC	KE.GK.5.2.2.	<p>Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
EXPECTATION / TOPIC	KE.GK.5.2.3.	<p>Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>

EXPECTATION / TOPIC	KE.GK.5.2.4.	<p>Identify one source of music that can be heard in daily life (GK.KE.pp)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 46- Participates in dance to express creativity Progress Monitoring Skill: 46.1 Repeats choreographed movements and begin to express creativity in movements 4 year Olds: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p>
---------------------	--------------	---

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.5.	Creative Arts Expression and Representation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.5.3.	Movement
EXPECTATION / TOPIC	KE.GK.5.3.1.	<p>Use body, energy, space, and time to move in a few different ways (GK.KE.qq)</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, 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>

EXPECTATION / TOPIC	KE.GK.5.3.2.	<p>Express self freely through movement (GK.KE.rr)</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</p>
---------------------	--------------	---

		<p>4 year Olds: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p> <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> <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>
--	--	---

EXPECTATION / TOPIC	KE.GK.5.3.3.	<p>Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 09 Engages in a progression of individualized and imaginative play: Progress Monitoring Skill: 9.1 Engages in elaborate and sustained imaginary play</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
---------------------	--------------	---

		<p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
--	--	---

CONTENT STANDARD / COURSE	HI.KE.GK.	Cognition and General Knowledge (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.GK.5.	Creative Arts Expression and Representation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.GK.5.4.	Dramatic Expression
EXPECTATION / TOPIC	KE.GK.5.4.1.	<p>Talk about, compare, and explore similarities and differences in daily practices across cultures (GK.KE.hh)</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</p>

		familiar rhymes, songs, or chants and musical instruments to express creativity
--	--	---

EXPECTATION / TOPIC	KE.GK.5.4.2.	<p>Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
---------------------	--------------	--

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.1.	Reading Literature
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.1.1.	Key Ideas and Details
EXPECTATION / TOPIC	KE.LA.1.1.2.	<p>With adult assistance, retell a simple story in sequence (LA.KE.g)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to</p>

		<p>him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
EXPECTATION / TOPIC	KE.LA.1.1.3.	<p>Identify characters and recall major events in a story (LA.KE.i)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.1.	Reading Literature
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.1.2.	Craft and Structure
EXPECTATION / TOPIC	KE.LA.1.2.1.	<p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</p> <p><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</p>
EXPECTATION / TOPIC	KE.LA.1.2.2.	<p>Begin to demonstrate an understanding of the differences between fantasy and reality (LA.KE.k)</p> <p><u>Progress Monitoring Skills</u> 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: 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>
EXPECTATION / TOPIC	KE.LA.1.2.3.	<p>Know some features of a book (e.g. title, author, illustrator) (LA.KE.l)</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: 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 4 year Olds: 21 Acquires meaning from a variety of materials read to</p>

		<p>him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
--	--	--

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.1.	Reading Literature
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.1.3.	Integration of Knowledge and Ideas
EXPECTATION / TOPIC	KE.LA.1.3.1.	<p>Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)</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 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>
--	---

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.2.	Reading Informational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.2.2.	Craft and Structure
EXPECTATION / TOPIC	KE.LA.2.2.1.	<p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</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</p>

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.2.	Reading Informational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.2.3.	Integration of Knowledge and Ideas
EXPECTATION / TOPIC	KE.LA.2.3.3.	<p>Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)</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: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support 3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member 3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress</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 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>
--	--	---

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.2.	Reading Informational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.2.4.	Range of Reading and Level of Text Complexity
EXPECTATION / TOPIC	KE.LA.2.4.1.	<p>Listen actively as an individual and as a member of a group to a variety of age-appropriate informational texts read aloud (LA.KE.p)</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>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>

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.3.	Reading Foundational

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.3.1.	Print Concepts
EXPECTATION / TOPIC	KE.LA.3.1.3.	<p>Show understanding that sequence of letters represents a sequence of spoken sounds (e.g. asks how to spell a word) (LA.KE.s)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.1 Differentiates sounds that are the same and different</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.3 Plays with the sounds of language</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.4 Begins to identify words that rhyme</p>
EXPECTATION / TOPIC	KE.LA.3.1.4.	<p>With adult assistance, segment words in a simple sentence by clapping and naming number of words in a sentence (LA.KE.t)</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>
EXPECTATION / TOPIC	KE.LA.3.1.5.	<p>Recognize and name 10 upper- and lower-case letters (LA.KE.u)</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>
CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.3.	Reading Foundational

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.3.2.	Phonological Awareness
EXPECTATION / TOPIC	KE.LA.3.2.1.	<p>With adult assistance, generate rhyming words (LA.KE.v)</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 (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 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: 22.4 Begins to identify words that rhyme</p>
EXPECTATION / TOPIC	KE.LA.3.2.2.	<p>Clap out the syllables in own name (LA.KE.w)</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, recognizes and names some upper and lower case letters of the alphabet</p>
CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.3.	Reading Foundational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.3.3.	Phonics and Word Recognition
EXPECTATION / TOPIC	KE.LA.3.3.2.	<p>Identify some letters in own name (LA.KE.z)</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, recognizes and names some upper and lower case letters of the alphabet</p>
EXPECTATION / TOPIC	KE.LA.3.3.3.	<p>Recognize and “read” familiar words or environmental print (LA.KE.aa)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 26- Demonstrates awareness of print concepts Progress Monitoring Skill: 26.4 Recognizes environmental print</p>

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.3.	Reading Foundational
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.3.4.	Fluency
EXPECTATION / TOPIC	KE.LA.3.4.1.	<p>Pretend to read, using intonation and referring to images in the illustrations (LA.KE.m)</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>
--	--	---

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.4.	Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.4.1.	Text Types and Purposes
EXPECTATION / TOPIC	KE.LA.4.1.1.	<p>Add detail to drawings and other products with simple descriptive words, letters or letter forms (LA.KE.bb)</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</p>

		<p>develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
EXPECTATION / TOPIC	KE.LA.4.1.3.	<p>Tell detailed stories that refer to other times and places (LA.KE.dd)</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice 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</p>

		Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions
CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.4.	Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.4.2.	Production and Distribution of Writing
EXPECTATION / TOPIC	KE.LA.4.2.1.	<p>Begin to think problems through, considering several possibilities and analyzing results (AL/LA.KE.d)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting 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 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 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 3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.1 Demonstrates multiple uses of objects to solve problems 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 4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem 4 year Olds: 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: 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>
EXPECTATION / TOPIC	KE.LA.4.2.2.	<p>Experiment with a variety of writing tools and surfaces (AL/LA.KE.h)</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</p>

		<p>Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress</p> <p>Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p> <p>Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p>
--	--	--

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.4.	Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.4.3.	Research to Build and Present Knowledge
EXPECTATION / TOPIC	KE.LA.4.3.1.	<p>Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)</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>
--	--	--

EXPECTATION / TOPIC	KE.LA.4.3.2.	<p>Use knowledge of everyday experiences to apply to a new situation (AL/LA.KE.f)</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</p>
---------------------	--------------	---

		<p>Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 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>
--	--	---

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.5.	Speaking and Listening
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.5.1.	Comprehension and Collaboration
EXPECTATION / TOPIC	KE.LA.5.1.1.	<p>Listen and respond attentively to conversations (e.g. engages in at least three exchanges, poses questions and listens to the ideas of others, shares experiences when asked) (LA.KE.gg)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p>

		<p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, 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>
EXPECTATION / TOPIC	KE.LA.5.1.2.	<p>Observe and use appropriate ways of interacting in a group of two to three children (e.g. takes turns in talking, listens to peers, waits until someone is finished, asks questions and waits for an answer, gains the floor in appropriate ways) (SE/LA.KE.b)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, 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>
EXPECTATION / TOPIC	KE.LA.5.1.3.	<p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</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</p>

		<p>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: 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: 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: 21.3 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>
--	--	--

EXPECTATION / TOPIC	KE.LA.5.1.4.	<p>Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)</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</p>
---------------------	--------------	--

		<p>Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress 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>
--	--	--

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.5.	Speaking and Listening
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.5.2.	Presentation of Knowledge and Ideas
EXPECTATION / TOPIC	KE.LA.5.2.3.	<p>Be understood by most adults and peers (LA.KE.hh)</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>

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.6.	Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.6.1.	Conventions of Standard English

EXPECTATION / TOPIC	KE.LA.6.1.1.	<p>Use a variety of nouns, verbs, and descriptive phrases in meaningful contexts (vocabulary) (LA.KE.ii)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details 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 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories 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: 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</p>
EXPECTATION / TOPIC	KE.LA.6.1.2.	<p>Use a variety of sentence structures from simple to more complex in meaningful contexts (sentence structure) (LA.KE.jj)</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 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures 3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p>
EXPECTATION / TOPIC	KE.LA.6.1.4.	<p>Plan and then use drawings, constructions, movements, and dramatizations to represent ideas (LA.KE.cc)</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations 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</p>

	<p>Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress 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>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: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to</p>
--	---

		<p>develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, objects, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
--	--	---

CONTENT STANDARD / COURSE	HI.KE.LA.	English Language Arts and Literacy (48 Months-Kindergarten Entry Months)
STANDARD / PERFORMANCE INDICATOR / DOMAIN	KE.LA.6.	Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	KE.LA.6.2.	Vocabulary Acquisition and Use
EXPECTATION / TOPIC	KE.LA.6.2.2.	<p>With adult assistance, use word relationships to sort, classify, and serialize objects using attributes such as color, shape, or size (LA.KE.II)</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: 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 serializes objects based on an attribute</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to</p>

		<p>him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p> <p>4 year Olds: 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>
--	--	---

EXPECTATION / TOPIC	KE.LA.6.2.3.	<p>Respond appropriately to statements, questions, vocabulary, and stories (LA.KE.j)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>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: 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>
---------------------	--------------	---

© 2021 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)