



Curriculum Alignment with

New Jersey Early Learning Standards

Grade: **Ages 3-5** - Adopted: **2013**

CONTENT AREA / STANDARD	NJ.0.	SOCIAL/EMOTIONAL DEVELOPMENT
STRAND	0.1.	Children demonstrate self-confidence.
CONTENT STATEMENT	0.1.1.	<p>Express individuality by making independent decisions about which materials to use.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p>

		<p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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CONTENT STATEMENT	0.1.2.	<p>Express ideas for activities and initiate discussions.</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>
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CONTENT STATEMENT	0.1.3.	<p>Actively engage in activities and interactions with teachers and peers.</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</p>
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		<p>Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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CONTENT STATEMENT	0.1.4.	<p>Discuss their own actions and efforts.</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>
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		<p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p>
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CONTENT AREA / STANDARD	NJ.0.	SOCIAL/EMOTIONAL DEVELOPMENT
STRAND	0.2.	Children demonstrate self-direction.
CONTENT STATEMENT	0.2.1.	<p>Make independent choices and plans from a broad range of diverse interest centers.</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</p>

		<p>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 STATEMENT	0.2.2.	<p>Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).</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: 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: 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 STATEMENT	0.2.3.	<p>Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</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 STATEMENT	0.2.4.	<p>Attend to tasks for a period of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</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 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 STATEMENT		<p>Attend to tasks for a period of time.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p>

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CONTENT AREA / STANDARD	NJ.0.	SOCIAL/EMOTIONAL DEVELOPMENT
STRAND	0.3.	Children identify and express feelings.
CONTENT STATEMENT	0.3.1.	<p>Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices 3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants 3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions 4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions 4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others 4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each 4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants 4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
CONTENT STATEMENT	0.3.2.	<p>Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts 3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others 3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play 3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children 3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings 3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p>

		<p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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CONTENT AREA / STANDARD	NJ.0.	SOCIAL/EMOTIONAL DEVELOPMENT
STRAND	0.4.	Children exhibit positive interactions with other children and adults.
CONTENT STATEMENT	0.4.1.	<p>Engage appropriately with peers and teachers in classroom activities.</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>
CONTENT STATEMENT	0.4.4.	<p>Respect the rights of others (e.g., "This painting belongs to Carlos.").</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</p>

		<p>community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>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: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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CONTENT STATEMENT	0.4.5.	<p>Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., "I don't like it when you call me dummy. Stop!").</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p>
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		<p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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CONTENT STATEMENT	0.4.6.	<p>Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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CONTENT AREA / STANDARD	NJ.0.	SOCIAL/EMOTIONAL DEVELOPMENT
STRAND	0.5.	Children exhibit pro-social behaviors.
CONTENT STATEMENT	0.5.1.	<p>Play independently and cooperatively in pairs and small groups.</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</p>

		<p>presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p>
CONTENT STATEMENT	0.5.2.	<p>Engage in pretend play.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
CONTENT STATEMENT	0.5.3.	<p>Demonstrate how to enter into play when a group of children are already involved in play.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach</p>

		<p>to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
CONTENT STATEMENT	0.5.4.	<p>Take turns.</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</p>

		<p>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>
CONTENT STATEMENT	0.5.5.	<p>Demonstrate understanding the concept of sharing by attempting to share.</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</p>

		<p>cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>
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CONTENT AREA / STANDARD	NJ.1.	VISUAL AND PERFORMING ARTS
STRAND	1.1.	Children express themselves through and develop an appreciation of creative movement and dance.
CONTENT STATEMENT	1.1.4.	<p>Define and maintain personal space, concentration, and focus during creative movement/dance performances.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of</p>

		<p>directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
CONTENT STATEMENT	1.1.5.	<p>Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 46- Participates in dance to express creativity Progress Monitoring Skill: 46.1 Repeats choreographed movements and begin to express creativity in movements</p> <p>4 year Olds: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p>
CONTENT STATEMENT	1.1.7.	<p>Describe feelings and reactions in response to a creative movement/dance performance.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 46- Participates in dance to express creativity Progress Monitoring Skill: 46.1 Repeats choreographed movements and begin to express creativity in movements</p> <p>4 year Olds: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p>
CONTENT STATEMENT	1.1.8.	<p>Begin to demonstrate appropriate audience skills during creative movement and dance performances.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 46- Participates in dance to express creativity Progress Monitoring Skill: 46.1 Repeats choreographed movements and begin to express creativity in movements</p> <p>4 year Olds: 40 Participates in dance to express creativity: Progress Monitoring Skill: 40.1 Uses dance as an outlet for creativity</p>
CONTENT AREA / STANDARD	NJ.1.	VISUAL AND PERFORMING ARTS
STRAND	1.2.	Children express themselves through and develop an appreciation of music.
CONTENT STATEMENT	1.2.1.	<p>Sing a variety of songs with expression, independently and with others.</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 STATEMENT	1.2.2.	<p>Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</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>
CONTENT STATEMENT	1.2.3.	<p>Clap or sing songs with repetitive phrases and rhythmic patterns.</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 STATEMENT	1.2.4.	<p>Listen to, imitate, and improvise sounds, patterns, or songs.</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</p>

		(discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays 3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language 3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme 3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity 4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity
CONTENT STATEMENT	1.2.5.	Participate in and listen to music from a variety of cultures and times. <u>Progress Monitoring Skills</u> 3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity 4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity
CONTENT STATEMENT	1.2.6.	Recognize and name a variety of music elements using appropriate music vocabulary. <u>Progress Monitoring Skills</u> 3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity 4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity
CONTENT STATEMENT	1.2.7.	Describe feelings and reactions in response to diverse musical genres and styles. <u>Progress Monitoring Skills</u> 3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity 4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity
CONTENT STATEMENT	1.2.8.	Begin to demonstrate appropriate audience skills during recordings and music performances. <u>Progress Monitoring Skills</u>

		<p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
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CONTENT AREA / STANDARD	NJ.1.	VISUAL AND PERFORMING ARTS
STRAND	1.3.	Children express themselves through and develop an appreciation of dramatic play and storytelling.
CONTENT STATEMENT	1.3.1.	<p>Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, and mechanic).</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: 44- Demonstrates an awareness of economics in his/her community Progress Monitoring Skill: 44.2 Recognizes a variety of occupations and work associated with them</p> <p>3 Year Olds: 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: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.5 Describes roles and responsibilities of a variety of occupations</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.6 Describes how people interact economically and how goods and services are exchanged</p> <p>4 year Olds: 38 Demonstrates an awareness of economics in his/her community: Progress Monitoring Skill: 38.7 Explores the uses of technology and understand its role in the environment</p> <p>4 year Olds: 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 STATEMENT	1.3.2.	<p>Use memory, imagination, creativity, and language to make up new roles and act them out.</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: 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: 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>
CONTENT STATEMENT	1.3.3.	<p>Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</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: 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: 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</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 STATEMENT	1.3.4.	<p>Differentiate between fantasy/pretend play and real events.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>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>
CONTENT STATEMENT	1.3.5.	<p>Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 11- Engages in a Progression of individualized and imaginative play Progress Monitoring Skill: 11.1 Uses imagination to create a variety of ideas, role plays, and fantasy situations</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
CONTENT STATEMENT	1.3.7.	<p>Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.</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</p>

		<p>presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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CONTENT AREA / STANDARD	NJ.1.	VISUAL AND PERFORMING ARTS
STRAND	1.4.	Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).
CONTENT STATEMENT	1.4.1.	<p>Demonstrate the safe and appropriate use and care of art materials and tools.</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>

CONTENT STATEMENT	1.4.2.	<p>Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</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</p>
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		<p>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 STATEMENT	1.4.3.	<p>Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, and photographer) and elements in the visual arts.</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 STATEMENT	1.4.4.	<p>Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</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>

CONTENT STATEMENT	1.4.5.	<p>Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions 4 year Olds: 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 STATEMENT	1.4.6.	<p>Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.1 Refines grasp to manipulate tools and objects 3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.2 Uses hand-eye coordination to manipulate smaller objects with increasing control 4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.1 Performs fine-motor tasks that require small-muscle strength and control 4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.2 Uses hand-eye coordination to manipulate small objects with ease 4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.3 Performs more complex fine motor tasks with accuracy 50% of the time</p>
CONTENT STATEMENT	1.4.7.	<p>Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm 3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices 3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants 3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions 4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions 4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring</p>

		<p>Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p>
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CONTENT AREA / STANDARD	NJ.2.	HEALTH, SAFETY, AND PHYSICAL EDUCATION
STRAND	2.1.	Children develop self-help and personal hygiene skills.
CONTENT STATEMENT	2.1.1.	<p>Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 37- Demonstrate knowledge related to dynamic properties of the earth and sky Progress Monitoring Skill: 37.1 Describes basic elements of each season, and differences between daytime and nighttime cycles</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> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
CONTENT STATEMENT	2.1.2.	<p>Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.1 Consistently follows basic safety rules and anticipates consequences of not following safety rules</p>

		<p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.2 Communicates the importance of safety rules</p> <p>4 year Olds: 01 Practices healthy and safe habits: Progress Monitoring Skill: 1.3 Identifies the importance of and participate in activities related to health and self-care needs</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size</p> <p>4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language</p>
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CONTENT AREA / STANDARD	NJ.2.	HEALTH, SAFETY, AND PHYSICAL EDUCATION
STRAND	2.2.	Children begin to develop the knowledge and skills necessary to make nutritious food choices.
CONTENT STATEMENT	2.2.1.	<p>Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 02- Participates in activities related to nutrition</p> <p>Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition</p> <p>Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>4 year Olds: 02 Participates in activities related to nutrition:</p> <p>Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals</p> <p>4 year Olds: 02 Participates in activities related to nutrition:</p> <p>Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods</p>

CONTENT STATEMENT	2.2.2.	<p>Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 02- Participates in activities related to nutrition</p> <p>Progress Monitoring Skill: 2.1 Helps prepare a nutritious snack</p> <p>3 Year Olds: 02- Participates in activities related to nutrition</p> <p>Progress Monitoring Skill: 2.2 Distinguishes healthy food choices from less healthy food choices</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 02 Participates in activities related to nutrition:</p> <p>Progress Monitoring Skill: 2.1 Helps prepare nutritious snacks and meals</p> <p>4 year Olds: 02 Participates in activities related to nutrition:</p> <p>Progress Monitoring Skill: 2.2 Sorts foods into food groups and communicate the benefits of healthy foods</p>
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		<p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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CONTENT AREA / STANDARD	NJ.2.	HEALTH, SAFETY, AND PHYSICAL EDUCATION
STRAND	2.3.	Children begin to develop an awareness of potential hazards in their environment.
CONTENT STATEMENT	2.3.1.	<p>Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</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 STATEMENT	2.3.2.	<p>Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</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>

		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 STATEMENT	2.3.3.	Identify community helpers who assist in maintaining a safe environment. <u>Progress Monitoring Skills</u> 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
CONTENT AREA / STANDARD	NJ.2.	HEALTH, SAFETY, AND PHYSICAL EDUCATION
STRAND	2.4.	Children develop competence and confidence in activities that require gross- and fine-motor skills.
CONTENT STATEMENT	2.4.1.	Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching). <u>Progress Monitoring Skills</u> 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
CONTENT STATEMENT	2.4.2.	Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter). <u>Progress Monitoring Skills</u> 3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.1 Refines grasp to manipulate tools and objects 3 Year Olds: 07- Demonstrates fine motor skills Progress Monitoring Skill: 7.2 Uses hand-eye coordination to manipulate smaller objects with increasing control 4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.1 Performs fine-motor tasks that require small-muscle strength and control 4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.2 Uses hand-eye coordination to manipulate small objects with ease

		4 year Olds: 05 Demonstrates fine motor skills: Progress Monitoring Skill: 5.3 Performs more complex fine motor tasks with accuracy 50% of the time
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CONTENT STATEMENT	2.4.3.	<p>Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 34- Explores, recognizes, and describes spatial relationships between objects Progress Monitoring Skill: 34.1 Follows simple directions which demonstrates and understanding of directionality, order, and position of objects</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects: Progress Monitoring Skill: 29.1 Uses appropriate directional language to indicate where things are in their environment: position, distance, order</p> <p>4 year Olds: 29 Explores, recognizes, and describes spatial relationships between objects</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Literature
CONTENT STATEMENT		Key Ideas and Details
CUMULATIVE PROGRESS INDICATOR	RL.PK.1.	<p>With prompting and support, ask and answer key elements in a familiar story or poem.</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> <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: 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>
CUMULATIVE PROGRESS INDICATOR	RL.PK.2.	<p>With prompting and support, retell familiar stories or poems.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read</p>

		<p>to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
CUMULATIVE PROGRESS INDICATOR	RL.PK.3.	<p>With prompting and support, identify characters, settings, and major events in a familiar story.</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</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: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Literature
CONTENT STATEMENT		Craft and Structure
CUMULATIVE PROGRESS INDICATOR	RL.PK.4.	<p>With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.</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: 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: 25.2 Repeats rhymes, poems, and fingerplays</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays</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>

CUMULATIVE PROGRESS INDICATOR	RL.PK.6.	<p>With prompting and support, identify the role of author and illustrator in telling the story.</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: 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>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Literature
CONTENT STATEMENT		Integration of Knowledge and Ideas
CUMULATIVE PROGRESS INDICATOR	RL.PK.7.	With prompting and support, using a familiar storybook, tell how the illustrations support the story.

		<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
CUMULATIVE PROGRESS INDICATOR	RL.PK.9.	<p>With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.</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</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 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
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Literature
CONTENT STATEMENT		Range of Reading and Level of Text Complexity
CUMULATIVE PROGRESS INDICATOR	RL.PK.10.	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups. <u>Progress Monitoring Skills</u> 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period 3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences 4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence 4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences

CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Informational Text
CONTENT STATEMENT		Craft and Structure
CUMULATIVE PROGRESS INDICATOR	RI.PK.4.	With prompting and support, ask and answer questions about unfamiliar words in informational text. <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

		<p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RL.PK.	Reading: Informational Text
CONTENT STATEMENT		Range of Reading and Level of Text Complexity
CUMULATIVE PROGRESS INDICATOR	RI.PK.10.	<p>Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.</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 AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RF.PK.	Reading: Foundational Skills
CONTENT STATEMENT		Print Concepts
CUMULATIVE PROGRESS INDICATOR	RF.PK.1.	Begin to demonstrate understanding of basic features of print.
INDICATOR	RF.PK.1.c.	<p>Recognize that words are separated by spaces.</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: 22 Develops phonological awareness: Progress Monitoring Skill: 22.1 Differentiates sounds that are the same and different</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.3 Plays with the sounds of language</p> <p>4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.4 Begins to identify words that rhyme</p>
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INDICATOR	RF.PK.1.d.	<p>Recognize and name many upper and lower case letters of the alphabet.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 28- Demonstrates increasing knowledge of the alphabet Progress Monitoring Skill: 28.1 With prompting and support, identifies some letters of the alphabet</p> <p>4 year Olds: 24 Demonstrates increasing knowledge of the alphabet: Progress Monitoring Skill: 24.1 With prompting and support, recognizes and names some upper and lower case letters of the alphabet</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RF.PK.	Reading: Foundational Skills
CONTENT STATEMENT		Phonological Awareness
CUMULATIVE PROGRESS INDICATOR	RF.PK.2.	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).
INDICATOR	RF.PK.2.a.	<p>Recognize and produce simple rhyming words.</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:</p>

		<p>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>
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INDICATOR	RF.PK.2.b.	<p>Segment syllables in spoken words by clapping out the number of syllables.</p> <p><u>Progress Monitoring Skills</u> 4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.1 Differentiates sounds that are the same and different 4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.2 Repeats rhymes, poems, and fingerplays 4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.3 Plays with the sounds of language 4 year Olds: 22 Develops phonological awareness: Progress Monitoring Skill: 22.4 Begins to identify words that rhyme</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RF.PK.	Reading: Foundational Skills
CONTENT STATEMENT		Phonics and Word Recognition
CUMULATIVE PROGRESS INDICATOR	RF.PK.3.	Demonstrate an understanding of beginning phonics and word skills.
INDICATOR	RF.PK.3.c.	<p>Recognize their name in print as well as other familiar print in the environment.</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 AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	RF.PK.	Reading: Foundational Skills
CONTENT STATEMENT		Fluency
CUMULATIVE PROGRESS INDICATOR	RF.PK.4.	<p>Begin to engage in a variety of texts with purpose and understanding.</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</p>

		<p>a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	W.PK.	Writing
CONTENT STATEMENT		Text Types and Purposes
CUMULATIVE PROGRESS INDICATOR	W.PK.1.	<p>Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill:</p>

		<p>31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 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>
CUMULATIVE PROGRESS INDICATOR	W.PK.2.	<p>Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and</p>

		<p>communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	W.PK.	Writing
CONTENT STATEMENT		Production and Distribution of Writing
CUMULATIVE PROGRESS INDICATOR	W.PK.5.	<p>With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.1 Uses a variety of tools and art media to express individual creativity</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.2 Observes and discusses visual art work</p> <p>3 Year Olds: 47- Creates, observes, and analyzes visual art forms to develop artistic expression Progress Monitoring Skill: 47.3 Shares ideas about personal creative work</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p>

		<p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	W.PK.	Writing
CONTENT STATEMENT		Research to Build and Present Knowledge
CUMULATIVE PROGRESS INDICATOR	W.PK.7.	<p>With guidance and support, participate in shared research and shared writing projects.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and</p>

		communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing 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
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	SL.PK.	Speaking and Listening
CONTENT STATEMENT		Comprehension and Collaboration
CUMULATIVE PROGRESS INDICATOR	SL.PK.1.	Participate in conversations and interactions with peers and adults individually and in small and large groups.
INDICATOR	SL.PK.1.a.	Follow-agreed upon rules for discussions during group interactions. <u>Progress Monitoring Skills</u> 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 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: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations 4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations 4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period 4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed

INDICATOR	SL.PK.1.b.	Continue a conversation through several back and forth exchanges. <u>Progress Monitoring Skills</u> 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period 3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 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: 17 Acquires vocabulary introduced in conversations,
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		<p>activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	SL.PK.	Speaking and Listening
CONTENT STATEMENT		Comprehension and Collaboration
CUMULATIVE PROGRESS INDICATOR	SL.PK.2.	<p>Ask and answer questions about a text or other information read aloud or presented orally.</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: 23- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 23.1 Prior to reading, uses pictures to predict story content</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.1 With prompting and support, retells a simple story using pictures</p> <p>3 Year Olds: 24- Acquires meaning from a variety of materials read to him/her Progress Monitoring Skill: 24.2 Answers questions about a story</p> <p>3 Year Olds: 27- Selects books to read and makes connections between stories and between books and real experiences Progress Monitoring Skill: 27.1 Connects information and events in books to real-life experiences</p> <p>4 year Olds: 20 Converses and builds understanding: Progress Monitoring Skill: 20.1 Listens and responds on topic to orally presented text, conversations and group discussions for an extended period</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 23 Selects books to read and makes connections between stories and between books and real experiences: Progress Monitoring Skill: 23.1 Connects information and events in books to real-life experiences</p>
CUMULATIVE PROGRESS INDICATOR	SL.PK.3.	<p>Ask and answer questions to seek help, get information, or follow directions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</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: 18- Listens for purpose and comprehension Progress</p> <p>Monitoring Skill: 18.1 Listens to and follows two-step directions with support</p> <p>3 Year Olds: 22- Converses and builds understanding Progress</p> <p>Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress</p> <p>Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress</p> <p>Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress</p> <p>Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</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: 16 Listens for purpose and comprehension: Progress</p> <p>Monitoring Skill: 16.1 Listen to and follow multi-step directions</p> <p>4 year Olds: 20 Converses and builds understanding: Progress</p> <p>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</p> <p>Monitoring Skill: 20.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress</p> <p>Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	SL.PK.	Speaking and Listening
CONTENT STATEMENT		Presentation of Knowledge and Ideas
CUMULATIVE PROGRESS INDICATOR	SL.PK.4.	<p>Begin to describe familiar people, places, things, and events and sometimes with detail.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language</p> <p>Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.1 Prior to reading, uses prior knowledge, story title, and pictures to make predictions about story content</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to</p>

		<p>him/her: Progress Monitoring Skill: 21.2 Retells familiar stories</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.3 Discuss books or stories read aloud and can identify characters, setting, main events and sequence</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.4 Makes real-world connections between stories and real-life experiences</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.5 Develops an alternate ending for a story</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.6 Distinguishes fact from fiction in read-aloud text</p> <p>4 year Olds: 21 Acquires meaning from a variety of materials read to him/her: Progress Monitoring Skill: 21.7 Connects information learned from read aloud text by describing, categorizing, or comparing and contrasting</p>
CUMULATIVE PROGRESS INDICATOR	SL.PK.5.	<p>Use drawings or visual displays to add to descriptions to provide additional detail.</p> <p><u>Progress Monitoring Skills</u></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>
CUMULATIVE PROGRESS INDICATOR	SL.PK.6.	<p>With guidance and support, speak audibly and express thoughts, feelings, and ideas.</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</p>

		<p>strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p> <p>4 year Olds: 19 Uses increasingly complex spoken language: Progress Monitoring Skill: 19.1 Uses spoken language that can be easily understood</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Conventions of Standard English
CUMULATIVE PROGRESS INDICATOR	L.PK.1.	Begin to understand the conventions of standard English grammar when speaking during interactions and activities.
INDICATOR	L.PK.1.a.	<p>Print many alphabet letters.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.3 Uses writing for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name)</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern</p>

INDICATOR	L.PK.1.d.	<p>Understand and use question words (e.g., who, what, where, when, why, how).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p>
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		<p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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INDICATOR	L.PK.1.f.	<p>Begin to speak in complete sentences.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p>
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INDICATOR	L.PK.1.g.	<p>Understands and can follow simple multi-step directions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 18- Listens for purpose and comprehension Progress Monitoring Skill: 18.1 Listens to and follows two-step directions with support</p> <p>4 year Olds: 16 Listens for purpose and comprehension: Progress Monitoring Skill: 16.1 Listen to and follow multi-step directions</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Conventions of Standard English
CUMULATIVE PROGRESS INDICATOR	L.PK.2.	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.
INDICATOR	L.PK.2.c.	<p>Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.1 Creates letter-like symbols. (May use invented spelling to label drawings)</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.2 Uses writing tools with adult guidance</p> <p>3 Year Olds: 29- Use writing for a variety of purposes Progress Monitoring Skill: 29.3 Shows emerging awareness that writing can be used for a variety of purposes</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.1 Draws pictures and copy letters and/or numbers and/or use phonetically spelled (invented spelling) words to communicate</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.2 Uses writing tools</p> <p>4 year Olds: 25 Uses writing for a variety of purposes: Progress</p>

		<p>Monitoring Skill: 25.3 Uses writing for a variety of purposes 4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.4 Writes some letters of the alphabet (print first and last name) 4 year Olds: 25 Uses writing for a variety of purposes: Progress Monitoring Skill: 25.5 Begins to understand that punctuation and capitalization are used in all written sentences and usually follows a left-to-right pattern 4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment 4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding 4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing 4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Vocabulary Acquisition and Use
CUMULATIVE PROGRESS INDICATOR	L.PK.5.	With guidance and support, explore word relationships.
INDICATOR	L.PK.5.a.	<p>Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).</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 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</p>

		shape concepts: Progress Monitoring Skill: 30.2 Combines simple shapes to form new shapes
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INDICATOR	L.PK.5.c.	<p>Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.1 Demonstrates understanding of more complex vocabulary through everyday conversations</p> <p>4 year Olds: 17 Acquires vocabulary introduced in conversations, activities, stories, and/or books: Progress Monitoring Skill: 17.2 Connects new vocabulary from activities, stories, and/or books with prior experiences and conversations</p>
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CONTENT AREA / STANDARD	NJ.ELA.	ENGLISH LANGUAGE ARTS
STRAND	L.PK.	Language
CONTENT STATEMENT		Vocabulary Acquisition and Use
CUMULATIVE PROGRESS INDICATOR	L.PK.6.	<p>Use words and phrases acquired through conversations, activities and read aloud.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.1 Demonstrates understanding of vocabulary through everyday conversations</p> <p>3 Year Olds: 19- Acquires vocabulary introduced in conversations, activities, stories, and/or books Progress Monitoring Skill: 19.2 Listens and understands new vocabulary from activities, stories, and books</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p>

CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.1.	Children begin to demonstrate an understanding of number and counting.
CONTENT STATEMENT	4.1.1.	<p>Count to 20 by ones with minimal prompting.</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>

		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
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CONTENT STATEMENT	4.1.3.	<p>Know that written numbers are symbols for number quantities and, with support, begin to write numbers from 0 to 10.</p> <p><u>Progress Monitoring Skills</u> 4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal 4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality) 4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities 4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50) 4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
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CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.1.	Children begin to demonstrate an understanding of number and counting.
CONTENT STATEMENT	4.1.4.	Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells “how many”):
CUMULATIVE PROGRESS INDICATOR	4.1.4.a.	<p>Accurately counts quantities of objects up to 10, using one-to-one-correspondence, and accurately count as many as 5 objects in a scattered configuration.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence 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 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>
CUMULATIVE PROGRESS INDICATOR	4.1.4.b.	<p>Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., “5” is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.1 Recites numbers up to 10 in sequence</p> <p>3 Year Olds: 30- Organizes, represents, and builds knowledge of quantity and number Progress Monitoring Skill: 30.2 Counts up to five objects using one-to-one correspondence with adult guidance</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
CUMULATIVE PROGRESS INDICATOR	4.1.4.c.	<p>Instantly recognize, without counting, small quantities of up to 3 or 4 objects (i.e., subitize).</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</p>

		<p>to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.1 Recites numbers up to 20 in sequence; rote count (up to 50)</p> <p>4 year Olds: 26 Organizes, represents, and builds knowledge of quantity and number: Progress Monitoring Skill: 26.2 Counts at least 10 objects using one-to-one correspondence</p>
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CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.1.	Children begin to demonstrate an understanding of number and counting.
CONTENT STATEMENT	4.1.5.	<p>Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).</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>

CONTENT STATEMENT	4.1.6.	<p>Compare groups of up to 5 objects (e.g., beginning to use terms such as “more,” “less,” “same”).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.1 Quickly recognizes and names how many items are in a set up to three items</p> <p>3 Year Olds: 31- Manipulates, compares, and describes relationships using quantity and number Progress Monitoring Skill: 31.2 Recognizes that objects or sets can be combined or separated</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.3 Describes sets as having more, less, same as/equal</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.4 When counting, understands and responds with the last number counted to represent quantity (cardinality)</p> <p>4 year Olds: 26 Manipulates, compares, and describes relationships using quantity and number: Progress Monitoring Skill: 26.5 Practices combining, separating, and naming quantities</p>
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CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.3.	Children begin to conceptualize measurable attributes of objects.

CONTENT STATEMENT	4.3.1.	<p>Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).</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 STATEMENT	4.3.2.	<p>Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 03- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 3.1 Acts and moves with purpose, recognizes differences in direction, distance, and location</p> <p>3 Year Olds: 04- Demonstrates an awareness of the body in space and child's relationship to objects in space Progress Monitoring Skill: 4.1 Demonstrates awareness of his/her own body in relation to others</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.1 Labels objects using size words</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.2 Compares two or more objects using a single attribute, such as length, weight, and size and match items of similar sizes</p> <p>3 Year Olds: 32- Explores and communicates about distance, weight, length, and height Progress Monitoring Skill: 32.3 Uses a variety of standard and non-standard tools to measure object attributes with assistance</p> <p>4 year Olds: 27 Explores and communicates about distance, weight,</p>

		length, height: Progress Monitoring Skill: 27.1 Uses a variety of techniques and standard and nonstandard tools to measure and compares length, volume (capacity), weight, height 4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.2 Compares objects using two or more attributes such as length, weight, and size 4 year Olds: 27 Explores and communicates about distance, weight, length, height: Progress Monitoring Skill: 27.3 Describes data from classroom graphs using numerical math language
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CONTENT STATEMENT	4.3.3.	<p>Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.</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: 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>
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CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.4.	Children develop spatial and geometric sense.
CONTENT STATEMENT	4.4.1.	<p>Respond to and use positional words (e.g., in, under, between, down, behind).</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</p>

		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
CONTENT STATEMENT	4.4.2.	Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle). <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
CONTENT AREA / STANDARD	NJ.4.	MATHEMATICS
STRAND	4.4.	Children develop spatial and geometric sense.
CONTENT STATEMENT	4.4.3.	Manipulate, compare and discuss the attributes of:
CUMULATIVE PROGRESS INDICATOR	4.4.3.a.	Two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes). <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
CUMULATIVE PROGRESS INDICATOR	4.4.3.b.	Three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe). <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
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CONTENT AREA / STANDARD	NJ.5.	SCIENCE
STRAND	5.1.	Children develop inquiry skills.
CONTENT STATEMENT	5.1.1.	<p>Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).</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 STATEMENT	5.1.2.	<p>Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).</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</p>
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		<p>communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
CONTENT STATEMENT	5.1.3.	<p>Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 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>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.1 Independently investigates objects and toys that require positioning and movement</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.2 Investigates different types or speeds of motion</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.3 Explores and identifies physical properties and states of matter of common classroom objects</p> <p>3 Year Olds: 39- Demonstrates knowledge related to physical science Progress Monitoring Skill: 39.4 Uses classroom objects that function as simple machines</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p> <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>
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		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
CONTENT STATEMENT	5.1.4.	<p>Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.1 Acts and moves with purpose and independently recognize differences in direction, distance, and location</p> <p>4 year Olds: 03 Works cooperatively with others to successfully achieve a goal or accomplish a task.: Progress Monitoring Skill: 3.2 Demonstrates spatial awareness through play activities</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 45 Uses prior knowledge to build new knowledge: Progress Monitoring Skill: 45.1 Makes, checks, and verifies predictions</p>
CONTENT AREA / STANDARD	NJ.5.	SCIENCE

STRAND	5.2.	Children observe and investigate matter and energy.
CONTENT STATEMENT	5.2.1.	<p>Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 05- Use senses to explore the environment and process information Progress Monitoring Skill: 5.1 Uses senses to observe, classify and learn about objects</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.1 Uses senses to observe and experience objects and environment</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.3 Records observations through drawings or dictations with adult guidance</p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.4 Participates in simple experiments and discuss scientific properties</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to</p>

		<p>develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
CONTENT STATEMENT	5.2.2.	<p>Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).</p> <p><u>Progress Monitoring Skills</u></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 STATEMENT	5.2.4.	<p>Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 03 Uses senses to explore the environment and process information: Progress Monitoring Skill: 3.3 Takes things apart and invents new structures using the parts</p>
CONTENT AREA / STANDARD	NJ.5.	SCIENCE
STRAND	5.3.	Children observe and investigate living things.
CONTENT STATEMENT	5.3.2.	<p>Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).</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</p>

		<p>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 STATEMENT	5.3.3.	<p>Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).</p> <p><u>Progress Monitoring Skills</u></p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Observes, explores, and describes a variety of animals and plants</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Describes their basic needs and life cycles of living things</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.3 Discriminates between living organisms and nonliving materials</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.4 Identifies and describes the functions of many body parts</p>
CONTENT AREA / STANDARD	NJ.5.	SCIENCE
STRAND	5.4.	Children observe and investigate the Earth.
CONTENT STATEMENT	5.4.1.	<p>Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind's effect on playground objects).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 37- Demonstrate knowledge related to dynamic properties of the earth and sky Progress Monitoring Skill: 37.1 Describes basic elements of each season, and differences between daytime and nighttime cycles</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
CONTENT STATEMENT	5.4.3.	<p>Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).</p>

		<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 37- Demonstrate knowledge related to dynamic properties of the earth and sky Progress Monitoring Skill: 37.1 Describes basic elements of each season, and differences between daytime and nighttime cycles</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.1 Describes properties of water, including changes to the states of water</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.2 Explores and begins to describe properties of rocks, soil, sand, and mud</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.3 Makes simple observations of the characteristics, movements, and seasonal changes of sun, moon, stars, and clouds</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.4 Compares the daytime and nighttime cycle</p> <p>4 year Olds: 32 Demonstrates knowledge related to dynamic properties of the earth and sky: Progress Monitoring Skill: 32.5 Uses appropriate vocabulary to discuss climate and changes in weather</p>
CONTENT STATEMENT	5.4.4.	<p>Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.1 Observes and explores animals and plants, their environments and life cycles Identify and describe the functions of a few body parts</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.2 Identifies the physical properties of some living and non-living things</p> <p>3 Year Olds: 38- Demonstrates knowledge related to living things and their environments Progress Monitoring Skill: 38.3 Identifies and describes the functions of a few body parts</p> <p>3 Year Olds: 40- Demonstrates an awareness of and the need to protect his/her environment Progress Monitoring Skill: 40.1 Participates in efforts to protect the environment</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.1 Observes, explores, and describes a variety of animals and plants</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.2 Describes their basic needs and life cycles of living things</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.3 Discriminates between living organisms and nonliving materials</p> <p>4 year Olds: 33 Demonstrates knowledge related to living things and their environments: Progress Monitoring Skill: 33.4 Identifies and describes the functions of many body parts</p> <p>4 year Olds: 35 Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Understands that people have an impact on the environment and participate in efforts to protect the environment</p>

		<p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.1 Use materials to create original work for self-expression and to express individual creativity</p> <p>4 year Olds: 41 Creates, observes, and analyzes visual art forms to develop artistic expression: Progress Monitoring Skill: 41.2 Observe and discuss visual art forms and compares their similarities and differences</p>
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CONTENT AREA / STANDARD	NJ.5.	SCIENCE
STRAND	5.5.	Children gain experience in using technology.
CONTENT STATEMENT	5.5.1.	<p>Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 36- Demonstrates scientific inquiry skills and communicates scientific ideas clearly Progress Monitoring Skill: 36.2 Uses simple tools to experiment and observe</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.1 Uses senses to observe, classify, and learn about objects and environment</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.2 Uses simple tools correctly to experiment, observe, and increase understanding</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.3 Records observations through dictating to an adult and drawing pictures or using other forms of writing</p> <p>4 year Olds: 31 Demonstrates scientific inquiry skills and communicates scientific ideas clearly: Progress Monitoring Skill: 31.4 Experiments, compares, and formulates hypotheses related to scientific properties</p> <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 AREA / STANDARD	NJ.6.	SOCIAL STUDIES, FAMILY, AND LIFE SKILLS
STRAND	6.1.	Children identify unique characteristics of themselves, their families, and others.
CONTENT STATEMENT	6.1.1.	<p>Describe characteristics of oneself, one's family, and others.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.1 Recognizes self as a unique individual</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.2 Demonstrates knowledge of personal information</p>

		<p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.3 Shows sense of satisfaction in his/her own abilities, preferences, and accomplishments</p> <p>3 Year Olds: 13- Develops self-awareness Progress Monitoring Skill: 13.4 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.1 Identifies self as a unique member of a specific group or demographic that fits into a larger world picture</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.2 Identifies personal characteristics, preferences, thoughts, and feelings</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.3 Shows confidence in range of abilities and the capacity to accomplish tasks and take on new tasks</p> <p>4 year Olds: 11 Develops positive self-awareness: Progress Monitoring Skill: 11.4 Shows independence in his/her own choices</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress 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 STATEMENT	6.1.2.	<p>Demonstrate an understanding of family roles and traditions.</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</p>

		<p>Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p>
CONTENT STATEMENT	6.1.3.	<p>Express individuality and cultural diversity (e.g., through dramatic play).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress</p> <p>Monitoring Skill: 41.1 Identifies self in relationship to his/her family unit</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress</p> <p>Monitoring Skill: 41.2 Identifies similarities and differences between self and others</p> <p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress</p> <p>Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress</p> <p>Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>

CONTENT AREA / STANDARD	NJ.6.	SOCIAL STUDIES, FAMILY, AND LIFE SKILLS
STRAND	6.2.	Children become contributing members of the classroom community.
CONTENT STATEMENT	6.2.1.	<p>Demonstrate understanding of rules by following most classroom routines.</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 Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read 3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior 3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior 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 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 STATEMENT	6.2.2.	Demonstrates responsibility by initiating simple classroom tasks and jobs.

		<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 STATEMENT	6.2.3.	<p>Demonstrate appropriate behavior when collaborating with others.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>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
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CONTENT AREA / STANDARD	NJ.6.	SOCIAL STUDIES, FAMILY, AND LIFE SKILLS
STRAND	6.3.	Children demonstrate knowledge of neighborhood and community.
CONTENT STATEMENT	6.3.1.	<p>Develop an awareness of the physical features of the neighborhood/community.</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 43- Demonstrates an awareness of geography in his/her 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 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 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 4 year Olds: 38 Demonstrates an awareness of geography in his/her community: Progress Monitoring Skill: 38.4 Explores maps and globes</p>

CONTENT STATEMENT	6.3.2.	<p>Identify, discuss, and role-play the duties of a range of community workers.</p> <p><u>Progress Monitoring Skills</u> 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>
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CONTENT AREA / STANDARD	NJ.6.	SOCIAL STUDIES, FAMILY, AND LIFE SKILLS
STRAND	6.4.	Children develop an awareness of the cultures within their classroom and their community.
CONTENT STATEMENT	6.4.1.	<p>Learn about and respect other cultures within the classroom and community.</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</p>

		<p>3 Year Olds: 41- Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity Progress Monitoring Skill: 41.3 Asks simple questions about others' cultures</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.1 Describes his/her family structure and family roles</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.2 Describes similarities and differences between self and others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.3 Recognizes similarities and differences between own cultures and that of others</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.4 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 36 Demonstrates understanding of his/her family and an emerging awareness of their own culture and ethnicity: Progress Monitoring Skill: 36.5 Explains diverse customs and cultural celebrations within the home, classroom, and community</p> <p>4 year Olds: 42 Uses his/her voice, instruments and objects to musically express creativity: Progress Monitoring Skill: 42.1 Uses familiar rhymes, songs, or chants and musical instruments to express creativity</p>
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CONTENT AREA / STANDARD	NJ.7.	WORLD LANGUAGES
STRAND	7.1.	Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.
CONTENT STATEMENT	7.1.4.	<p>Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.1 With adult guidance, uses verbal and non-verbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy, and enthusiasm</p> <p>3 Year Olds: 14- Engages in self-expression Progress Monitoring Skill: 14.2 Shows emerging sense of independence in his/her own choices</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 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</p>

		<p>Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic 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: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.1 Participates in dramatic play presentations</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.2 Uses dialogue, actions, object s, and imagination to tell a creative story</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.3 Represents a character by using voice inflections and facial expressions</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.4 Participates in dramatic play to express thoughts, feelings, and creativity</p> <p>4 year Olds: 43 Uses dramatic play to express creativity: Progress Monitoring Skill: 43.5 Creates characters through physical movement, gesture, sound, speech, and facial expressions</p>
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CONTENT AREA / STANDARD	NJ.9.	APPROACHES TO LEARNING
STRAND	9.1.	Children demonstrate initiative, engagement, and persistence.
CONTENT STATEMENT	9.1.1.	<p>Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p>

		<p>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: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences 4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself 4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting 4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans 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: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time 4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished 4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task 4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
CONTENT STATEMENT	9.1.2.	<p>Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).</p> <p><u>Progress Monitoring Skills</u> 3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself 3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions 3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences 3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and</p>

		<p>trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>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 STATEMENT	9.1.3.	<p>Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress</p>

		<p>Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress</p> <p>Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p> <p>Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p> <p>Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p> <p>Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress</p> <p>Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p> <p>Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p> <p>Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p> <p>Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring</p> <p>Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring</p> <p>Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress</p> <p>Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress</p> <p>Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and</p>
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		demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed
CONTENT STATEMENT	9.1.4.	<p>Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, 'This is hard. Can you help me figure it out?').</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p>

		<p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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CONTENT STATEMENT	9.1.5.	<p>Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).</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</p>
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		<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 Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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CONTENT STATEMENT		<p>Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.1 Initiates new tasks by him/herself</p> <p>3 Year Olds: 08- Demonstrates initiative and self-direction Progress Monitoring Skill: 8.2 Makes plans and follows through on intentions</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.1 Engages in a structured activity for short periods of time to achieve a goal</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.2 Wants to complete activities and do them well</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.3 Begins to work cooperatively with others to achieve a goal or accomplish a task</p> <p>3 Year Olds: 10- Demonstrates self-control Progress Monitoring Skill: 10.4 Keeps working on an activity even after setbacks</p> <p>3 Year Olds: 15- Demonstrates self-control Progress Monitoring Skill: 15.1 Manages transitions and adapts to changes in schedules and routines with adult support</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.1 Takes initiative to learn new concepts and try new experiences</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.2 Initiates and completes new tasks by himself/herself</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.3 Selects and carry out activities without adult</p>
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		<p>prompting</p> <p>4 year Olds: 06 Demonstrates initiative and self-direction: Progress Monitoring Skill: 6.4 Sets goals and develop and follow through on plans</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.1 Demonstrates eagerness to learn about and discuss new topics, ideas, and tasks</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.2 Ask questions and seeks new information and with assistance, looks for new information and wants to know more</p> <p>4 year Olds: 07 Demonstrates interest and curiosity: Progress Monitoring Skill: 7.3 Increasingly seeks out and explores unfamiliar objects in the environment</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence : Progress Monitoring Skill: 8.1 Engages in independent activities and continues tasks over a period of time</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.2 Practices to improve skills that have been accomplished</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.3 Works cooperatively with others to successfully achieve a goal or accomplish a task</p> <p>4 year Olds: 08 Sustains attention to a specific activity and demonstrates persistence: Progress Monitoring Skill: 8.4 Persists in trying to complete a task after previous attempts have failed</p>
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CONTENT AREA / STANDARD	NJ.9.	APPROACHES TO LEARNING
STRAND	9.2.	Children show creativity and imagination.
CONTENT STATEMENT	9.2.1.	<p>Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).</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 STATEMENT	9.2.2.	<p>Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).</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: 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: 47- Creates, observes, and analyzes visual art forms to</p>

		<p>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>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: 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> <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</p>
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CONTENT STATEMENT	9.2.3.	<p>Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).</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: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.1 Uses gestures, and actions to enhance verbal communication of needs and wants</p> <p>3 Year Olds: 20- Use non-verbal communication for a variety of purposes Progress Monitoring Skill: 20.2 Communicates feelings using non-verbal gestures and actions</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.1 Speaks clearly enough to be understood</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.2 Demonstrates use of expanded sentences and sentence structures</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.3 Describes activities and experiences using details</p> <p>3 Year Olds: 21- Use increasingly complex spoken language Progress Monitoring Skill: 21.4 Uses expanded vocabulary in a variety of situations</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.1 Listens and responds on a topic to orally presented text, conversations, and group discussions for an extended period</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.3 Listens and responds to conversations and group discussions</p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.4 Responds to more complex questions with appropriate answers</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.1 Differentiates sounds that are the same and different</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.2 Repeats rhymes, poems, and fingerplays</p>

		<p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.3 Plays with the sounds of language</p> <p>3 Year Olds: 25- Develops early phonological awareness (discriminates the sounds of language) Progress Monitoring Skill: 25.4 Begins to identify words that rhyme</p> <p>3 Year Olds: 48- Uses his/her voice, instruments, and objects to musically express creativity Progress Monitoring Skill: 48.1 Participates in classroom activities with musical instruments and singing to express creativity</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.1 Participates in dramatic play presentations with adult guidance</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.2 Re-creates a familiar story using action and objects (props) individually or cooperatively</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.3 Creates various voice inflections and facial expressions in play</p> <p>3 Year Olds: 49- Uses dramatic play to express creativity Progress Monitoring Skill: 49.4 Identify real and make-believe situations through dramatic play</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.2 Uses more complex gestures and actions to enhance verbal communication of needs and wants</p> <p>4 year Olds: 18 Uses non-verbal communication for a variety of purposes : Progress Monitoring Skill: 18.3 Communicates feelings using appropriate nonverbal gestures, body language, and actions</p> <p>4 year Olds: 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>
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CONTENT AREA / STANDARD	NJ.9.	APPROACHES TO LEARNING
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STRAND	9.3.	Children identify and solve problems.
CONTENT STATEMENT	9.3.1.	<p>Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., “I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.”)</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 STATEMENT	9.3.2.	<p>Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.1 Demonstrates an increased willingness to participate in both familiar and new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.2 Shows interest in learning new concepts and trying new experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.3 Asks questions about unfamiliar objects, people, and experiences</p> <p>3 Year Olds: 09- Demonstrates interest and curiosity Progress Monitoring Skill: 9.4 Explores and manipulates both familiar and unfamiliar objects in the environment</p>

	<p>3 Year Olds: 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: 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: 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: 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: 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: 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</p>
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		and discuss visual art forms and compares their similarities and differences 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
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CONTENT STATEMENT	9.3.4.	<p>Reflect on, evaluate, and communicate what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.1 Occasionally joins in cooperative play and learning in a group setting</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.2 Plans, initiates, and completes cooperative activities with adult guidance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.3 Finds a creative, inventive way of doing a familiar task or solving a problem with adult assistance</p> <p>3 Year Olds: 12- Demonstrates a cooperative and flexible approach to play Progress Monitoring Skill: 12.4 Demonstrates emerging flexibility in his/her approach to play and learning</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.1 Demonstrates multiple uses of objects to solve problems</p> <p>3 Year Olds: 52- Demonstrates problem solving skills Progress Monitoring Skill: 52.2 Asks questions and test different possibilities to determine the best solution to a problem</p> <p>4 year Olds: 10 Demonstrates a cooperative and flexible approach to play: Progress Monitoring Skill: 10.1 Demonstrates inventiveness, imagination, and creativity to solve a problem</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.1 With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.2 Uses pretend play to present emotions of self and others</p> <p>4 year Olds: 12 Engages in self-expression and demonstrates strategies for reasoning and problem-solving : Progress Monitoring Skill: 12.3 With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each</p> <p>4 year Olds: 46 Demonstrates problem solving skills: Progress Monitoring Skill: 46.1 With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem</p>
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CONTENT AREA / STANDARD	NJ.9.	APPROACHES TO LEARNING
STRAND	9.4.	Children apply what they have learned to new situations.
CONTENT STATEMENT	9.4.1.	<p>Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).</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: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>3 Year Olds: 50- Demonstrates awareness of cause and effect Progress Monitoring Skill: 50.1 Intentionally carries out an action with an understanding of the effect it will cause</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.1 Uses clues and sequences of events to infer and predict what will happen next</p> <p>3 Year Olds: 51- Uses prior knowledge to build new knowledge Progress Monitoring Skill: 51.2 Identifies familiar objects and people in new situations</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</p>
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CONTENT STATEMENT	9.4.2.	<p>Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).</p>

		<p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 22- Converses and builds understanding Progress Monitoring Skill: 22.2 Extends/expands thoughts or ideas expressed</p> <p>4 year Olds: 35 Demonstrates an awareness of and the need to protect his/her environment: Progress Monitoring Skill: 35.1 Understands that people have an impact on the environment and participate in efforts to protect the environment</p>
CONTENT STATEMENT	9.4.3.	<p>Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).</p> <p><u>Progress Monitoring Skills</u></p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.1 Seeks adult support to resolve some peer conflicts</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.2 Recognizes and names the feelings of others</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.3 Engages in mutual/cooperative play</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.4 Initiates play with one or two other children</p> <p>3 Year Olds: 17- Develops relationships with peers Progress Monitoring Skill: 17.5 Shows emerging respect for peers' personal space and belongings</p> <p>3 Year Olds: 42- Complete jobs to contribute to his/her classroom community and communicate why it is important Progress Monitoring Skill: 42.2 Demonstrates an understanding of the classroom community and the roles and responsibilities as a member</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.1 Discuss rules, fairness, and personal responsibilities in own experiences and stories read</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.3 Remembers and follows simple group rules and displays appropriate social behavior</p> <p>3 Year Olds: 42- Demonstrates an understanding of the classroom community and the roles and responsibilities as a member Progress Monitoring Skill: 42.4 Remembers rules of the classroom community and display appropriate social behavior</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.1 Develops and maintain friendships with other children</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.2 Plays cooperatively with a few peers for a sustained periods of time</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.3 Shows respect for peers' personal space and belongings</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.4 Shows emerging empathy and understanding of peers by attempting to comfort and help</p> <p>4 year Olds: 15 Develops relationships with peers: Progress Monitoring Skill: 15.5 Attempts to resolve conflicts using appropriate strategies</p>

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