**ATL-REG 4: Curiosity and Initiative in Learning**

 **Definition:** Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

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**ATL-REG 5: Self-Control of Feelings and Behavior**

 **Definition:** Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time

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**ALT-REG 6: Engagement and Persistence**

 **Definition:** Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult

**ATL-REG 7: Shared Use of Space and Materials**

 **Definition:** Child develops the capacity to share the use of space and materials with others

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**SED 1: Identity of Self in Relation to Others**

 **Definition:** Child shows increasing awareness of self as distinct from and also related to others

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**SED 2: Social and Emotional Understanding**

 **Definition:** Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics

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**SED 3: Relationships and Social Interactions with Familiar Adults**

 **Definition:** Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults

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**SED 4: Relationships and Social Interactions with Peers**

 **Definition:** Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers

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**LLD 1: Understanding of Language (Receptive)**

 **Definition:** Child understands increasingly complex communication and language

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**LLD 3: Communication and Use of Language (Expressive)**

 **Definition:** Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences

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**LLD 4: Reciprocal Communication and Conversation**

 **Definition:** Child engages in back-and-forth communication that develops into increasingly extended conversations\*

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**LLD 6: Comprehension of Age-Appropriate Text**

 **Definition**: Child develops capacity to understand details and ideas from age-appropriate text presented by adults

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**LLD 8: Phonological Awareness**

 **Definition:** Child shows increasing awareness of the sounds (elements) that make up language including the ability to manipulate them in language\*

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**LLD 9: Letter and Word Knowledge**

 **Definition:** Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words

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**LLD 10: Emergent Writing**

 **Definition:** Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning\*

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**COG 2: Classification**

 **Definition:** Child shows increasing ability to compare, match, and sort objects into groups according to their attributes

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**COG 3: Number Sense of Quantity**

 **Definition:** Child shows developing understanding of number and quantity

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**COG 4: Number Sense of Math Operations**

 **Definition:** Child shows increasing ability to add and subtract small quantities of objects

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**COG 5: Measurement**

 **Definition:** Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties

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**COG 6: Patterning**

 **Definition:** Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity

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**COG 7: Shapes**

 **Definition**: Child shows an increasing knowledge of shapes and their characteristics

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**PD-HLTH 1: Perceptual-Motor Skills and Movement Concepts**

 **Definition:** Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness

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**PD-HLTH 2: Gross Locomotor Movements Skills**

 **Definition:** Child shows increasing proficiency in fundamental *locomotor skills* (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)

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**PD-HLTH 3: Gross Motor Manipulative Skills**

 **Definition:** Child shows increasing proficiency in gross motor *manipulative skills* (e.g., reaching, kicking, grasping, throwing, and catching)

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**PD-HLTH 4: Fine Motor Manipulative Skills**

 **Definition:** Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks\*

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**ELD 1: Comprehension of English (Receptive English)**

 **Definition:** Child shows increasing progress toward fluency in understanding English

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**ELD 2: Self-Expressions in English (Expressive English)**

 **Definition:** Child shows increasing progress toward fluency in speaking English

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**ELD 3: Understanding and Response to English Literacy Activities**

 **Definition:** Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English

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**ELD 4: Symbol, Letter, and Print Knowledge in English**

 **Definition:** Child shows an increasing understanding that print in English carries meaning

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