

PK 3

Social and Emotional Development Domain

A Self-Concept

- 1 Child is building competence in controlling own body movements [PK3.I.A.1](#)
 - 2 Child can identify own physical attributes and indicate some likes and dislikes when prompted. [PK3.I.A.2](#)
 - 3 Child begins to show awareness of own abilities. [PK3.I.A.3](#)
 - 4 Child shows initiative in trying new activities but may not persist when obstacles or challenges arise. [PK3.I.A.4](#)
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B Self-Regulation

- 1 Behavior Control
 - a Child follows simple rules and routines when assisted by adults. [PK3.I.B.1.A](#)
 - b Child takes care of and manages classroom materials with adult assistance. [PK3.I.B.1.B](#)
 - c Child manages own behavior with adult guidance and assistance. [PK3.I.B.1.C](#)
 - 2 Emotional Control
 - a Child recognizes and expresses a range of emotions [PK3.I.B.2.A](#)
 - b Child is familiar with basic feeling words (e.g., happy, sad, mad, scared) [PK3.I.B.2.B](#)
 - c Child manages intensity of emotions with adult assistance [PK3.I.B.2.C](#)
 - 3 Control of Attention
 - a Child focuses attention on one task at a time but may not stay with it to completion. [PK3.I.B.3.A](#)
 - b Child remains focused on engaging, teacher-led group activities for up to 10–15 minutes at a time. [PK3.I.B.3.B](#)
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C Relationships with Others

D Social Awareness

Child forms positive relationships with adults and peers [PK3.I.C.1](#)

- 1 Child forms positive relationships with adults and peers [PK3.I.C.1](#)
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Child assumes roles and responsibilities as part of the classroom community with adult assistance. PK3.I.C.2

2 Child assumes roles and responsibilities as part of the classroom community with adult assistance. PK3.I.C.2

Child shows interest in peer play but may be less skilled in initiating and joining a group. PK3.I.C.3

3 Child shows interest in peer play but may be less skilled in initiating and joining a group. PK3.I.C.3

Child enjoys parallel and associative play with peers. PK3.I.C.4

4 Child enjoys parallel and associative play with peers. PK3.I.C.4

Child seeks adult help when experiencing conflicts with another child. PK3.I.C.5

5 Child seeks adult help when experiencing conflicts with another child. PK3.I.C.5

Child responds with concern when a child or adult is distressed. PK3.I.C.6

6 Child responds with concern when a child or adult is distressed. PK3.I.C.6

Child interacts with peers and may have preferred friends. PK3.I.C.7

7 Child interacts with peers and may have preferred friends. PK3.I.C.7

Child shows interest in other people and their feelings PK3.I.D.1

1 Child shows interest in other people and their feelings PK3.I.D.1

Emergent Literacy: Language and Communication Domain

A Listening Comprehension

1 Child responds to situations in ways that demonstrate an understanding of what has been communicated. PK3.II.A.1

2 Child shows understanding by following two-step verbal directions PK3.II.A.2

B Speaking (Conversation)

- 1 Child uses language to communicate basic needs and wants. [PK3.II.B.1](#)
- 2 Child begins to use appropriate language, style, and nonverbal cues during communication with familiar adults and peers. [PK3.II.B.2](#)
- 3 Child is able to communicate basic information in familiar social settings. [PK3.II.B.3](#)
- 4 Child begins to use appropriate language for different situations [PK3.II.B.4](#)

C Articulation

- 1 Child's speech is understood by familiar adults and peers. [PK3.II.C.1](#)
- 2 Child begins to mimic intonation of language through songs and fingerplay [PK3.II.C.2](#)

D Vocabulary

- 1 Child understands (receptive) and uses (expressive) expected words to label and describe common objects, people, places, actions, and events. [PK3.II.D.1](#)
- 2 Child understands (receptive) the instructional language of the classroom. [PK3.II.D.2](#)
- 3 Child shows a steady increase in understanding (receptive) and using (expressive) language learned from books, conversations, and play [PK3.II.D.3](#)

E Sentence and Structure

- 1 Child typically uses simple sentences of three to four words, usually in correct word order. [PK3.II.E.1](#)
- 2 Child begins to use regular plurals and regular past tense correctly. [PK3.II.E.2](#)
- 3 Child uses simple sentence structures with at least one idea. [PK3.II.E.3](#)
- 4 Child understands increasingly longer sentences that combine two ideas. [PK3.II.E.4](#)

**Emergent Literacy:
Reading Domain****A Motivation to Read**

- 1 Child demonstrates an interest in pictures, text, and stories read aloud. [PK3.III.A.1](#)
- 2 Child tells a story by looking at pictures or from memory. [PK3.III.A.2](#)
- 3 Child notices and connects meaning to environmental print [PK3.III.A.3](#)

B Phonological Awareness

- 1 Child recognizes when a word in a spoken sentence is changed. [PK3.III.B.1](#)
 - 2 Child begins to distinguish differences between similar-sounding words. [PK3.III.B.2](#)
 - 3 Child recognizes the individual words in a compound word. [PK3.III.B.3](#)
 - 5 Child participates in oral syllabication activities. [PK3.III.B.5](#)
 - 6 Child uses rhyming words through playful activities such as songs, nursery rhymes, and fingerplay. [PK3.III.B.6](#)
 - 7 Child uses alliteration through playful activities such as songs and read alouds. [PK3.III.B.7](#)
 - 8 Child participates in onset-rime blending activities (in English only). [PK3.III.B.8](#)
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C Alphabet Knowledge

- 1 Child shows awareness of letters by singing alphabet songs and recognizing some frequently encountered letters (e.g., first letter of name or letters in environmental print). [PK3.III.C.1](#)
 - 2 Child identifies the letter associated with the sound of the first letter of his name. [PK3.III.C.2](#)
 - 3 Child produces the correct sound for the first letter of his name. [PK3.III.C.3](#)
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D Comprehension of Text

- 1 Child re-enacts a story after it has been read aloud. [PK3.III.D.1](#)
 - 2 Child makes personal connections to books read aloud. [PK3.III.D.2](#)
 - 3 Child asks and answers age-appropriate questions about a book. [PK3.III.D.3](#)
 - 4 Child attempts to make predictions by looking at the cover of a book or the pictures within a story. [PK3.III.D.4](#)
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E Concepts of Print

- 1 Child can distinguish between pictures and print. [PK3.III.E.1](#)
 - 2 Child handles books with increasing skill and imitates reading with awareness of directionality (e.g., imitates reading text across a page). [PK3.III.E.2](#)
 - 3 Child begins to notice the basic features of print (e.g., repeating words, space between words, punctuation vs. letters). [PK3.III.E.3](#)
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Emergent Literacy: Writing Domain

A Motivation to Write

- 1 Child engages in free-choice drawing and writing activities. [PK3.IV.A.1](#)
- 2 Child attempts to draw and write for many purposes and begins to explore different writing tools. [PK3.IV.A.2](#)

B Writing as a Process

- 1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities with adult prompting. • PK3.IV.B.1
- 2 Child observes and discusses ideas for revising (add, take out, change) drawings and/or written words in whole/small group writing activities. PK3.IV.B.2
- 3 Child shares written products with others. PK3.IV.B.3

C Conventions in Writing

- 1 Child attempts to write some letters of own name (usually beginning with the first letter). PK3.IV.C.1
- 2 Child uses drawings, scribbles, and mock letters to communicate ideas. PK3.IV.C.2
- 3 Child begins to write using letter-like forms. PK3.IV.C.3
- 4 Child begins to show understanding of directionality (e.g., attempts to write top to bottom, left to right), but may still start at random places on a page. • PK3.IV.C.4

Mathematics Domain**A Number Sense**

- 1 Child rote counts from 1 to 10. PK3.V.A.1
- 2 Child counts up to 5 objects with one-to-one correspondence. PK3.V.A.2
- 3 Child counts up to 5 items and demonstrates cardinality by communicating that the last number indicates how many items are in the set. PK3.V.A.3
- 4 Child instantly recognizes the quantity of up to 3 objects without counting (subitizes). PK3.V.A.4
- 5 Child recognizes numerals 0-5. PK3.V.A.5
- 6 Child represents quantities up to 5. PK3.V.A.6
- 7 Child compares sets of objects up to 5 using comparative language (e.g., more than, less than, same number of). PK3.V.A.7

B Joining and Separating

- 1 Child uses objects to demonstrate that adding one or more objects to a set will increase the number of objects in the set. PK3.V.B.1
- 2 Child uses objects to demonstrate that taking away one or more objects from a set will decrease the number of objects in the set. PK3.V.B.2

C Geometry and Spatial Sense

- 1 Child names and describes common 2D shapes. PK3.V.C.1
- 2 Child attempts to create shapes using materials and/or manipulatives. PK3.V.C.2
- 3 Child begins to use language to describe position of objects. PK3.V.C.3
- 4 Child recognizes common shapes, regardless of size. PK3.V.C.4

D Measurement

- 1 Child understands that lengths of objects can vary and be compared. [PK3.V.D.1](#)
 - 2 Child begins to recognize capacity based on how much space exists within an object. [PK3.V.D.2](#)
 - 3 Child understands that weights of objects can vary and be compared. [PK3.V.D.3](#)
 - 4 Child shows awareness of the passage of time within a day. [PK3.V.D.4](#)
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E Classification and Patterns

- 1 Child sorts objects that are the same and different. [PK3.V.E.1](#)
 - 2 Child participates in group activities of collecting data and organizing it into graphic representations. [PK3.V.E.2](#)
 - 3 Child recognizes and duplicates patterns. [PK3.V.E.3](#)
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**Physical Development
Domain****A Gross Motor Development**

- 1 Child masters basic skills of running, jumping, climbing, and pedaling. [PK3.IX.A.1](#)
 - 2 Child engages in movement sequences with adult support. [PK3.IX.A.2](#)
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B Fine Motor Development

- 1 Child experiments with a variety of fine motor tasks but may lack strength and control. [PK3.IX.B.1](#)
- 2 Child shows emerging proficiency in tasks requiring eye-hand coordination. [PK3.IX.B.2](#)