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**Alignment of the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* with *Connect4Learning® (C4L™) The Pre-K Curriculum***

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DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL1.	Child manages emotions with increasing independence
INDICATOR	P-ATL1.1.	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger.
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL2.	Child follows classroom rules and routines with increasing independence.
INDICATOR	P-ATL2.1.	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.  <u>Connect4Learning</u> Children will follow classroom rules, expectations, and routines.
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.
INDICATOR	P-ATL3.1.	Handles classroom materials, such as putting them where they belong, with adult support.  <u>Connect4Learning</u> Children will appropriately handle classroom materials. Children will clean up materials and put personal belongings into the appropriate places.
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL4.	Child manages actions, words, and behavior with increasing independence.
INDICATOR	P-ATL4.1.	Manages own actions, words and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.  <u>Connect4Learning</u> Children will identify situations that are accidental. Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL5.	Child demonstrates an increasing ability to control impulses.
INDICATOR	P-ATL5.1.	Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.

		<a href="#">Connect4Learning</a> Children will identify situations that are accidental. Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL6.	Child maintains focus and sustains attention with minimal adult support.
INDICATOR	P-ATL6.1.	With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.  <a href="#">Connect4Learning</a> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL7.	Child persists in tasks.
INDICATOR	P-ATL7.1.	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.  <a href="#">Connect4Learning</a> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL8.	Child holds information in mind and manipulates it to perform tasks.
INDICATOR	P-ATL8.1.	Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.  <a href="#">Connect4Learning</a> Children will identify the sequence in which an event occurs and explain why one step has to happen before the next.
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL9.	Child demonstrates flexibility in thinking and behavior.
INDICATOR	P-ATL9.1.	Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.  <a href="#">Connect4Learning</a> Process 02: Cooperating

		Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL10.	Child demonstrates initiative and independence.
INDICATOR	P-ATL10.1.	Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL11.	Child shows interest in and curiosity about the world around them.
INDICATOR	P-ATL11.1.	Seeks out new information and explores new play and tasks with adult support.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.36-48.	Approaches to Learning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL13.	Child uses imagination in play and interactions with others.
INDICATOR	P-ATL13.1.	Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.  <u>Connect4Learning</u> Children will seek play partners and invite them to play. Process 04: Creating, Imagining and Innovating
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE1.	Child engages in and maintains positive relationships and interactions with adults.
INDICATOR	P-SE1.1.	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.  <u>Connect4Learning</u> Process 01: Communicating and Representing
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS

GOAL	P-SE2.	Child engages in prosocial and cooperative behavior with adults.
INDICATOR	P-SE2.1.	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying “No” to requests, but these moments are typically resolved with support from adults.  <u>Connect4Learning</u> Children will use kind words with peers. Process 01: Communicating and Representing
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.  <u>Connect4Learning</u> Children will give peers play ideas and follow peers’ play suggestions. Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers. Process 01: Communicating and Representing
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.
INDICATOR	P-SE4.1.	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.  <u>Connect4Learning</u> Children will give peers play ideas and follow peers’ play suggestions. Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers.
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.

INDICATOR	P-SE5.1.	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.  <u>Connect4Learning</u> Children will choose an appropriate solution and will use more than one when necessary. Children will evaluate and discuss possible solutions. Children will identify social problems. Children will suggest novel solutions to problems. Children will use language to resolve conflicts.
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE6.	Child expresses a broad range of emotions and recognizes these emotions in self and others.
INDICATOR	P-SE6.1.	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others. Children will respond appropriately to peers who are hurt, upset, or angry.
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE7.	Child expresses care and concern toward others.
INDICATOR	P-SE7.1.	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.  <u>Connect4Learning</u> Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others. Children will respond appropriately to peers who are hurt, upset, or angry.
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE8.	Child manages emotions with increasing independence.
INDICATOR	P-SE8.1.	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger.

DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE10.	Child expresses confidence in own skills and positive feelings about self.
INDICATOR	P-SE10.1.	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will follow classroom rules, expectations, and routines. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
DOMAIN	HS.SED.36-48.	Social and Emotional Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE11.	Child has sense of belonging to family, community, and other groups.
INDICATOR	P-SE11.1.	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.  <u>Connect4Learning</u> Children will understand and discuss some similarities and differences among people who live in different times and places.
DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC1.	Child attends to communication and language from others
INDICATOR	P-LC1.1.	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.  <u>Connect4Learning</u> Children will engage in frequent one-on-one conversations with peers. Process 01: Communicating and Representing
DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC2.	Child understands and responds to increasingly complex communication and language from others.
INDICATOR	P-LC2.1.	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.  <u>Connect4Learning</u>

		Children will construct meaning from, respond to, and apply knowledge from text read aloud to them. Process 01: Communicating and Representing
<b>DOMAIN</b>	HS.LC.36-48.	Language and Communication (36 to 48 Months)
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: COMMUNICATING AND SPEAKING</b>
<b>GOAL</b>	P-LC3.	Child varies the amount of information provided to meet the demands of the situation.
<b>INDICATOR</b>	P-LC3.1.	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.  <u>Connect4Learning</u> Process 01: Communicating and Representing
<b>DOMAIN</b>	HS.LC.36-48.	Language and Communication (36 to 48 Months)
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: COMMUNICATING AND SPEAKING</b>
<b>GOAL</b>	P-LC4.	Child understands, follows, and uses appropriate social and conversational rules.
<b>INDICATOR</b>	P-LC4.1.	Engages in conversations with adults, other children, or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.  <u>Connect4Learning</u> Children will engage in frequent one-on-one conversations with peers. Process 01: Communicating and Representing
<b>DOMAIN</b>	HS.LC.36-48.	Language and Communication (36 to 48 Months)
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: VOCABULARY</b>
<b>GOAL</b>	P-LC6.	Child understands and uses a wide variety of words for a variety of purposes.
<b>INDICATOR</b>	P-LC6.1.	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others. Process 01: Communicating and Representing
<b>DOMAIN</b>	HS.LC.36-48.	Language and Communication (36 to 48 Months)
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: PHONOLOGICAL AWARENESS</b>
<b>GOAL</b>	P-LIT1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound.
<b>INDICATOR</b>	P-LIT1.1.	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.  <u>Connect4Learning</u>



		<p>Children will blend onset and rime to produce a word—for example, using /f/ and /ish/ to say the word fish.</p> <p>Children will generate rhyming words.</p> <p>Children will generate words that begin with the same sound.</p> <p>Children will recognize rhyming words.</p> <p>Children will recognize words that begin with the same sound.</p> <p>Children will segment the first sound in a word.</p>
DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT2.	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
INDICATOR	P-LIT2.1.	<p>Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”</p> <p><u>Connect4Learning</u></p> <p>Children will demonstrate an awareness that spoken words correspond to printed words in texts.</p> <p>Children will demonstrate awareness of print in classroom, home, and community settings.</p> <p>Children will demonstrate the understanding that information can be written and read by people.</p> <p>Children will distinguish print from pictures.</p>
DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT3.	Child identifies letters of the alphabet and produces correct sounds associated with letters.
INDICATOR	P-LIT3.1.	<p>Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one’s name, or naming some letters that are encountered often.</p> <p><u>Connect4Learning</u></p> <p>Children will make attempts at writing their first name.</p> <p>Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters.</p> <p>Children will recognize personally meaningful words in print, such as the child’s name, Mom, and environmental print.</p> <p>Children will write their first name.</p>
DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT4.	Child demonstrates an understanding of narrative structure through storytelling/re-telling.
INDICATOR	P-LIT4.1.	<p>With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.</p> <p><u>Connect4Learning</u></p> <p>Children will demonstrate understanding of how-to texts through retelling, carrying out a simple procedure, and creating how-to texts.</p>

		Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem, and resolution.
DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT5.	Child asks and answers questions about a book that was read aloud.
INDICATOR	P-LIT5.1.	<p>Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</p> <p><u>Connect4Learning</u>  Children will ask questions related to text content.  Children will construct meaning from, respond to, and apply knowledge from text read aloud to them.  Children will make predictions based on texts, observations, and prior knowledge.  Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem, and resolution.  Children will use their background knowledge and information in and across texts to make inferences.</p>
DOMAIN	HS.LC.36-48.	Language and Communication (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: WRITING
GOAL	P-LIT6.	Child writes for a variety of purposes using increasingly sophisticated marks.
INDICATOR	P-LIT6.1.	<p>Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.</p> <p><u>Connect4Learning</u>  Children will communicate information through drawing and emergent writing.  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds.  Process 01: Communicating and Representing</p>
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH1.	Child knows number names and the count sequence.
INDICATOR	P-MATH1.1.	<p>Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as “one,” “two,” “three” versus “one, two, three”.</p> <p><u>Connect4Learning</u>  Children will connect numerals and number words to the quantities they represent.  Children will recognize and form numerals.</p>
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY

GOAL	P-MATH2.	Child recognizes the number of objects in a small set.
INDICATOR	P-MATH2.1.	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as “subitizing”).  <u>Connect4Learning</u> Children will quickly recognize and name the sum of two small groups (conceptual subitizing). Children will quickly recognize the number of objects in small groups (perceptual subitizing).
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH3.	Child understands the relationship between numbers and quantities.
INDICATOR	P-MATH3.1.	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).  <u>Connect4Learning</u> Children will compare sets by counting. Children will develop and demonstrate an understanding of one-to-one correspondence.
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH4.	Child compares numbers.
INDICATOR	P-MATH4.1.	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.  <u>Connect4Learning</u> Children will classify small groups of objects. Children will compare sets by counting. Children will develop and demonstrate an understanding of one-to-one correspondence.
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH5.	Child associates a quantity with written numerals up to 5 and begins to write numbers.
INDICATOR	P-MATH5.1.	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.  <u>Connect4Learning</u> Children will connect numerals and number words to the quantities they represent. Children will order numbers.
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING

GOAL	P-MATH6.	Child understands addition as adding to and understands subtraction as taking away from.
INDICATOR	P-MATH6.1.	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have 3 grapes and get 1 more. How many in all?" Child counts out 3, then counts out 1 more, then counts all 4: "1, 2, 3, 4. I have 4!"  <u>Connect4Learning</u> Children will compose and decompose numbers. Children will demonstrate an understanding of the connection between counting and simple addition and subtraction. Children will quickly recognize and name the sum of two small groups (conceptual subitizing).
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH7.	Child understands simple patterns.
INDICATOR	P-MATH7.1.	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.  <u>Connect4Learning</u> Children will recognize and describe simple patterns. Children will recognize and discuss the core units of repeating patterns. Children will recognize, duplicate, and extend repeating patterns.
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: MEASUREMENT
GOAL	P-MATH8.	Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
INDICATOR	P-MATH8.1.	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.  <u>Connect4Learning</u> Children will directly compare sizes using words such as bigger and longer. Children will measure by placing units of length end to end. Children will order lengths.
DOMAIN	HS.M.36-48.	Math (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH9.	Child identifies, describes, compares, and composes shapes.
INDICATOR	P-MATH9.1.	Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.  <u>Connect4Learning</u> Children will build shapes from their parts. Children will compose shapes to make new shapes and decompose shapes into constituent shapes.

		<p>Children will describe why certain figures are or are not shapes using their attributes.</p> <p>Children will distinguish between visually similar nonexamples of familiar two-dimensional shapes.</p> <p>Children will find, identify, and describe the shapes in their environment.</p> <p>Children will match congruent shapes.</p> <p>Children will match the face of a three-dimensional object to its congruent two-dimensional outline.</p> <p>Children will name and describe the attributes of familiar two- and three-dimensional shapes.</p> <p>Children will recognize and describe corners as distinct geometric objects.</p> <p>Children will recognize and describe sides as distinct geometric objects.</p>
DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI1.	Child observes and describes observable phenomena (objects, materials, organisms, and events).
INDICATOR	P-SCI1.1.	<p>Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.</p> <p><u>Connect4Learning</u> Children will identify, think, and talk about their senses, the body parts used, and the kinds of information we get through each sense.</p>
DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI2.	Child engages in scientific talk.
INDICATOR	P-SCI2.1.	<p>Begins to use scientific vocabulary words with modeling and support from an adult. Sometimes repeats new words offered by adults.</p> <p><u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.</p>
DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI3.	Child compares and categorizes observable phenomena.
INDICATOR	P-SCI3.1.	<p>Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult assistance, determines which container holds more scoops.</p> <p><u>Connect4Learning</u> Children will classify small groups of objects. Children will directly compare sizes using words such as bigger and longer. Children will measure by placing units of length end to end. Children will order lengths.</p>
DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING

GOAL	P-SCI4.	Child asks a question, gathers information, and makes predictions.
INDICATOR	P-SCI4.1.	<p>Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”</p> <p><u>Connect4Learning</u>  Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.  Children will seek answers to questions and will check predictions through direct exploration and use of research resources.  Children will use prior knowledge and experiences to support their predictions and explanations.  Children will use relevant attributes of objects and materials when making predictions and when solving problems.</p>
DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI5.	Child plans and conducts investigations and experiments.
INDICATOR	P-SCI5.1.	<p>With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.</p> <p><u>Connect4Learning</u>  Children will choose an appropriate solution from a collection of solutions.  Children will engage in creative and flexible thinking about and discuss new uses for objects and materials.  Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.  Children will engage in simple experimentation, with adult guidance.  Children will report on data collected in experiments.</p>
DOMAIN	HS.SCI.36-48.	Scientific Reasoning (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI6.	Child analyzes results, draws conclusions, and communicates results.
INDICATOR	P-SCI6.1.	<p>With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, “One, two, three dolls. What happened when we put on the next doll?” A child says, “The bridge broke!”</p> <p><u>Connect4Learning</u>  Children will choose an appropriate solution from a collection of solutions.  Children will engage in creative and flexible thinking about and discuss new uses for objects and materials.  Children will engage in simple experimentation, with adult guidance.  Children will report on data collected in experiments.  Children will use prior knowledge and experiences to support their predictions and explanations.</p>

DOMAIN	HS.PMPD.36-48.	Perceptual, Motor, and Physical Development (36 to 48 Months)
SUB-DOMAIN		SUB-DOMAIN: FINE MOTOR
GOAL	P-PMP3.	Child demonstrates increasing control, strength, and coordination of small muscles.
INDICATOR	P-PMP3.1.	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.  <u>Connect4Learning</u> Process 01: Communicating and Representing
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL1.	Child manages emotions with increasing independence.
INDICATOR	P-ATL1.1.	Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify situations that are accidental. Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL2.	Child follows classroom rules and routines with increasing independence.
INDICATOR	P-ATL2.1.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.  <u>Connect4Learning</u> Children will follow classroom rules, expectations, and routines.
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.
INDICATOR	P-ATL3.1.	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.  <u>Connect4Learning</u> Children will appropriately handle classroom materials. Children will clean up materials and put personal belongings into the appropriate places.
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION

GOAL	P-ATL4.	Child manages actions, words, and behavior with increasing independence.
INDICATOR	P-ATL4.1.	Manages own actions, words, and behavior with occasional support from adults.  <u>Connect4Learning</u> Children will identify situations that are accidental. Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL5.	Child demonstrates an increasing ability to control impulses.
INDICATOR	P-ATL5.1.	Sometimes controls impulses independently, while at other times needs support from an adult.  <u>Connect4Learning</u> Children will identify situations that are accidental. Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL6.	Child maintains focus and sustains attention with minimal adult support.
INDICATOR	P-ATL6.1.	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL7.	Child persists in tasks.
INDICATOR	P-ATL7.1.	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL8.	Child holds information in mind and manipulates it to perform tasks.
INDICATOR	P-ATL8.1.	Holds an increasing amount of information in mind in order to successfully complete tasks.  <u>Connect4Learning</u>



		Children will identify the sequence in which an event occurs and explain why one step has to happen before the next.
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL9.	Child demonstrates flexibility in thinking and behavior.
INDICATOR	P-ATL9.1.	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.  <u>Connect4Learning</u> Process 02: Cooperating Process 08: Reasoning and Problem Solving
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL10.	Child demonstrates initiative and independence.
INDICATOR	P-ATL10.1.	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL11.	Child shows interest in and curiosity about the world around them.
INDICATOR	P-ATL11.1.	Seeks out new information and explores new play and tasks both independently and with adult support.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL12.	Child expresses creativity in thinking and communication.
INDICATOR	P-ATL12.1.	Communicates creative ideas and actions both with and without prompting from adults.  <u>Connect4Learning</u> Children will engage in creative and flexible thinking about and discuss new uses for objects and materials. Process 08: Reasoning and Problem Solving
DOMAIN	HS.ATL.48-60.	Approaches to Learning (48 to 60 Months)

SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL13.	Child uses imagination in play and interactions with others.
INDICATOR	P-ATL13.1.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.  <u>Connect4Learning</u> Children will seek play partners and invite them to play. Process 04: Creating, Imagining and Innovating
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE2.	Child engages in prosocial and cooperative behavior with adults.
INDICATOR	P-SE2.1.	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.  <u>Connect4Learning</u> Children will choose an appropriate solution and will use more than one when necessary. Children will evaluate and discuss possible solutions. Children will identify situations that are accidental. Children will identify social problems. Children will suggest novel solutions to problems. Children will use language to resolve conflicts. Process 01: Communicating and Representing Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.  <u>Connect4Learning</u> Children will give peers play ideas and follow peers' play suggestions. Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers.
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.

INDICATOR	P-SE4.1.	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.  <u>Connect4Learning</u> Children will give peers play ideas and follow peers' play suggestions. Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers.
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.
INDICATOR	P-SE5.1.	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.  <u>Connect4Learning</u> Children will choose an appropriate solution and will use more than one when necessary. Children will evaluate and discuss possible solutions. Children will identify social problems. Children will suggest novel solutions to problems. Children will use language to resolve conflicts.
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE6.	Child expresses a broad range of emotions and recognizes these emotions in self and others.
INDICATOR	P-SE6.1.	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others. Children will respond appropriately to peers who are hurt, upset, or angry.
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE7.	Child expresses care and concern toward others.

INDICATOR	P-SE7.1.	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.  <u>Connect4Learning</u> Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others. Children will respond appropriately to peers who are hurt, upset, or angry.
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE8.	Child manages emotions with increasing independence.
INDICATOR	P-SE8.1.	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE9.	Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.
INDICATOR	P-SE9.1.	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.  <u>Connect4Learning</u> Children will understand and discuss some similarities and differences among people who live in different times and places.
DOMAIN	HS.SED.48-60.	Social and Emotional Development (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE10.	Child expresses confidence in own skills and positive feelings about self.
INDICATOR	P-SE10.1.	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.  <u>Connect4Learning</u> Children will engage in frequent one-on-one conversations with peers. Process 01: Communicating and Representing
DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING

GOAL	P-LC1.	Child attends to communication and language from others.
INDICATOR	P-LC1.1.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.  <u>Connect4Learning</u> Children will engage in frequent one-on-one conversations with peers. Process 01: Communicating and Representing
DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC2.	Child understands and responds to increasingly complex communication and language from others.
INDICATOR	P-LC2.1.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.  <u>Connect4Learning</u> Children will ask questions related to text content. Children will construct meaning from, respond to, and apply knowledge from text read aloud to them. Process 01: Communicating and Representing Process 09: Making Sense
DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC4.	Child understands, follows, and uses appropriate social and conversational rules.
INDICATOR	P-LC4.1.	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.  <u>Connect4Learning</u> Children will engage in frequent one-on-one conversations with peers. Process 01: Communicating and Representing
DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMMUNICATING AND SPEAKING
GOAL	P-LC5.	Child expresses self in increasingly long, detailed, and sophisticated ways.
INDICATOR	P-LC5.1.	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.  <u>Connect4Learning</u> Process 01: Communicating and Representing
DOMAIN	HS.LC.48-60.	Language and Communication (48 to 60 Months)

SUB-DOMAIN		SUB-DOMAIN: VOCABULARY
GOAL	P-LC6.	Child understands and uses a wide variety of words for a variety of purposes.
INDICATOR	P-LC6.1.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.  <u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.
DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PHONOLOGICAL AWARENESS
GOAL	P-LIT1.	Child demonstrates awareness that spoken language is composed of smaller segments of sound.
INDICATOR	P-LIT1.1.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.  <u>Connect4Learning</u> Children will demonstrate the understanding that letters represent sounds in language—the alphabetic principle. Children will generate rhyming words. Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. Children will recognize rhyming words. Children will separate spoken language into individual words and syllables. Children will use a letter or letters to represent at least one sound in a word.
DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT2.	Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
INDICATOR	P-LIT2.1.	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.  <u>Connect4Learning</u> Children will demonstrate an awareness that spoken words correspond to printed words in texts. Children will demonstrate awareness of print in classroom, home, and community settings. Children will demonstrate the understanding that information can be written and read by people. Children will develop and demonstrate appropriate book-handling skills, such as directionality.
DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT3.	Child identifies letters of the alphabet and produces correct sounds associated with letters.

INDICATOR	P-LIT3.1.	<p>Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</p> <p><u>Connect4Learning</u>  Children will demonstrate the understanding that letters represent sounds in language—the alphabetic principle.  Children will make attempts at writing their first name.  Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters.  Children will recognize personally meaningful words in print, such as the child’s name, Mom, and environmental print.  Children will use a letter or letters to represent at least one sound in a word.  Children will write their first name.</p>
DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT4.	Child demonstrates an understanding of narrative structure through storytelling/re-telling.
INDICATOR	P-LIT4.1.	<p>Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</p> <p><u>Connect4Learning</u>  Children will identify the sequence in which an event occurs and explain why one step has to happen before the next.</p>
DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT5.	Child asks and answers questions about a book that was read aloud.
INDICATOR	P-LIT5.1.	<p>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p> <p><u>Connect4Learning</u>  Children will construct meaning from, respond to, and apply knowledge from text read aloud to them.  Children will make predictions based on texts, observations, and prior knowledge.  Children will use their background knowledge and information in and across texts to make inferences.</p>
DOMAIN	HS.LIT.48-60.	Literacy (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: WRITING
GOAL	P-LIT6.	Child writes for a variety of purposes using increasingly sophisticated marks.
INDICATOR	P-LIT6.1.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.

		<p><u>Connect4Learning</u>  Children will communicate information through drawing and emergent writing.  Children will use a letter or letters to represent at least one sound in a word.  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds.  Process 01: Communicating and Representing</p>
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH1.	Child knows number names and the count sequence.
INDICATOR	P-MATH1.1.	<p>Says or signs more number words in sequence.</p> <p><u>Connect4Learning</u>  Children will connect numerals and number words to the quantities they represent.  Children will recognize and form numerals.</p>
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH2.	Child recognizes the number of objects in a small set.
INDICATOR	P-MATH2.1.	<p>Quickly recognizes the number of objects in a small set (referred to as “subitizing”).</p> <p><u>Connect4Learning</u>  Children will quickly recognize and name the sum of two small groups (conceptual subitizing).  Children will quickly recognize the number of objects in small groups (perceptual subitizing).</p>
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH3.	Child understands the relationship between numbers and quantities.
INDICATOR	P-MATH3.1.	<p>Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).</p> <p><u>Connect4Learning</u>  Children will compare sets by counting.  Children will connect numerals and number words to the quantities they represent.  Children will count forward from a number other than one.  Children will demonstrate understanding of the plus-one pattern in the counting sequence.  Children will develop and demonstrate an understanding of one-to-one correspondence.  Children will recognize and form numerals.</p>
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)



SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH4.	Child compares numbers.
INDICATOR	P-MATH4.1.	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.  <u>Connect4Learning</u> Children will classify small groups of objects. Children will count forward from a number other than one. Children will demonstrate understanding of the plus-one pattern in the counting sequence. Children will order numbers.
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH5.	Child associates a quantity with written numerals up to 5 and begins to write numbers.
INDICATOR	P-MATH5.1.	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.  <u>Connect4Learning</u> Children will connect numerals and number words to the quantities they represent. Children will order numbers.
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH6.	Child understands addition as adding to and understands subtraction as taking away from.
INDICATOR	P-MATH6.1.	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.  <u>Connect4Learning</u> Children will compose and decompose numbers. Children will demonstrate an understanding of the connection between counting and simple addition and subtraction. Children will quickly recognize and name the sum of two small groups (conceptual subitizing).
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH7.	Child understands simple patterns.
INDICATOR	P-MATH7.1.	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.  <u>Connect4Learning</u> Children will recognize and describe simple patterns.

		Children will recognize and discuss the core units of repeating patterns. Children will recognize, duplicate, and extend repeating patterns.
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH9.	Child identifies, describes, compares, and composes shapes.
INDICATOR	P-MATH9.1.	Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.  <u>Connect4Learning</u> Children will build shapes from their parts. Children will compose shapes to make new shapes and decompose shapes into constituent shapes. Children will describe why certain figures are or are not shapes using their attributes. Children will distinguish between visually similar nonexamples of familiar two-dimensional shapes. Children will find, identify, and describe the shapes in their environment. Children will match congruent shapes. Children will match the face of a three-dimensional object to its congruent two-dimensional outline. Children will name and describe the attributes of familiar two- and three-dimensional shapes. Children will recognize and describe corners as distinct geometric objects. Children will recognize and describe sides as distinct geometric objects.
DOMAIN	HS.M.48-60.	Math (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH10.	Child explores the positions of objects in space.
INDICATOR	P-MATH10.1.	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."  <u>Connect4Learning</u> Children will explore, describe, and compare positions and motion of objects, both living and nonliving.
DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI1.	Child observes and describes observable phenomena (objects, materials, organisms, and events).
INDICATOR	P-SCI1.1.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.  <u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. Children will use and practice observation skills. Children will use prior knowledge and experiences to support their predictions and explanations. Process 06: Observation

DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI2.	Child engages in scientific talk.
INDICATOR	P-SCI2.1.	<p>Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.</p> <p><u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.</p>
DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI3.	Child compares and categorizes observable phenomena.
INDICATOR	P-SCI3.1.	<p>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.</p> <p><u>Connect4Learning</u> Children will classify small groups of objects. Children will demonstrate the understanding that they need to use units of the same size when measuring. Process 10: Using Tools Strategically</p>
DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI4.	Child asks a question, gathers information, and makes predictions.
INDICATOR	P-SCI4.1.	<p>Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.</p> <p><u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. Children will report on data collected in experiments. Children will seek answers to questions and will check predictions through direct exploration and use of research resources. Children will use prior knowledge and experiences to support their predictions and explanations. Children will use relevant attributes of objects and materials when making predictions and when solving problems.</p>
DOMAIN	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI5.	Child plans and conducts investigations and experiments.
INDICATOR	P-SCI5.1.	<p>With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex</p>

		ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.  <u>Connect4Learning</u> Children will choose an appropriate solution from a collection of solutions. Children will demonstrate the understanding that people represent and interpret information in various formats, such as drawings, maps, graphs, blueprints, charts, and lists, and will practice some of these themselves. Children will engage in creative and flexible thinking about and discuss new uses for objects and materials. Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. Children will engage in simple experimentation, with adult guidance. Children will report on data collected in experiments. Process 01: Communicating and Representing
<b>DOMAIN</b>	HS.SCI.48-60.	Scientific Reasoning (48 to 60 Months)
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: REASONING AND PROBLEM-SOLVING</b>
<b>GOAL</b>	P-SCI6.	Child analyzes results, draws conclusions, and communicates results.
<b>INDICATOR</b>	P-SCI6.1.	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.  <u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. Children will seek answers to questions and will check predictions through direct exploration and use of research resources. Children will use prior knowledge and experiences to support their predictions and explanations. Children will use relevant attributes of objects and materials when making predictions and when solving problems.
<b>DOMAIN</b>	HS.PMPD.48-60.	Perceptual, Motor and Physical Development (48 to 60 Months)
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: FINE MOTOR</b>
<b>GOAL</b>	P-PMP3.	Child demonstrates increasing control, strength, and coordination of small muscles.
<b>INDICATOR</b>	P-PMP3.1.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.  <u>Connect4Learning</u> Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds.

DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL1.	Child manages emotions with increasing independence.
INDICATOR	P-ATL1.1.	Expresses emotions in ways that are appropriate to the situation.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
INDICATOR	P-ATL1.2.	Looks for adult assistance when emotions are most intense.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
INDICATOR	P-ATL1.3.	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL2.	Child follows classroom rules and routines with increasing independence.
INDICATOR	P-ATL2.1.	Demonstrates awareness of classroom rules when asked and is able to follow these rules most of the time.  <u>Connect4Learning</u> Children will follow classroom rules, expectations, and routines.
INDICATOR	P-ATL2.2.	Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.  <u>Connect4Learning</u> Children will follow classroom rules, expectations, and routines.
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL3.	Child appropriately handles and takes care of classroom materials.

INDICATOR	P-ATL3.1.	Appropriately handles materials during activities.  <u>Connect4Learning</u> Children will appropriately handle classroom materials. Children will clean up materials and put personal belongings into the appropriate places.
INDICATOR	P-ATL3.2.	Cleans up and puts materials away appropriately, such as places blocks back on correct shelf or places markers in the correct bin.  <u>Connect4Learning</u> Children will appropriately handle classroom materials. Children will clean up materials and put personal belongings into the appropriate places.
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION
GOAL	P-ATL4.	Child manages actions, words, and behavior with increasing independence.
INDICATOR	P-ATL4.1.	Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child, or frustration over not being able to climb to the top of a structure. May need support from adults.  <u>Connect4Learning</u> Children will identify situations that are accidental. Process 07: Persisting, Attending, and Self-regulation
INDICATOR	P-ATL4.2.	Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.  <u>Connect4Learning</u> Children will identify situations that are accidental. Process 02: Cooperating Process 07: Persisting, Attending, and Self-regulation
INDICATOR	P-ATL4.3.	Waits for turn, such as waits in line to wash hands or waits for turn on swings.  <u>Connect4Learning</u> Children will identify situations that are accidental. Process 07: Persisting, Attending, and Self-regulation
INDICATOR	P-ATL4.4.	Refrains from aggressive behavior towards others.  <u>Connect4Learning</u> Children will identify situations that are accidental. Process 07: Persisting, Attending, and Self-regulation
INDICATOR	P-ATL4.5.	Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time. Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.

		<p><u>Connect4Learning</u>  Children will identify situations that are accidental.  Children will identify the causes of emotions in themselves and others.  Children will recognize and identify their own emotions and those of others.  Children will respond appropriately to peers who are hurt, upset, or angry.  Process 07: Persisting, Attending, and Self-regulation</p>
<b>DOMAIN</b>	<b>HS.ATL.B-60.</b>	<b>Approaches to Learning (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</b>
<b>GOAL</b>	<b>P-ATL5.</b>	<b>Child demonstrates an increasing ability to control impulses.</b>
INDICATOR	P-ATL5.2.	<p>Delays having desires met, such as agreeing to wait turn to start an activity.</p> <p><u>Connect4Learning</u>  Children will describe calming strategies.  Children will use calming strategies when feeling strong emotions.  Process 07: Persisting, Attending, and Self-regulation</p>
INDICATOR	P-ATL5.3.	<p>Without adult reminders, waits to communicate information to a group.</p> <p><u>Connect4Learning</u>  Children will help peers complete classroom tasks.  Children will work cooperatively with peers.</p>
INDICATOR	P-ATL5.4.	<p>Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</p> <p><u>Connect4Learning</u>  Children will identify situations that are accidental.  Process 07: Persisting, Attending, and Self-regulation</p>
<b>DOMAIN</b>	<b>HS.ATL.B-60.</b>	<b>Approaches to Learning (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)</b>
<b>GOAL</b>	<b>P-ATL6.</b>	<b>Child maintains focus and sustains attention with minimal adult support.</b>
INDICATOR	P-ATL6.1.	<p>Maintains focus on activities for extended periods of time, such as 15 minutes or more.</p> <p><u>Connect4Learning</u>  Process 05: Curiosity  Process 07: Persisting, Attending, and Self-regulation</p>
INDICATOR	P-ATL6.3.	<p>Attends to adult during large and small group activities with minimal support.</p> <p><u>Connect4Learning</u>  Children will help peers complete classroom tasks.</p>

		Children will work cooperatively with peers. Process 01: Communicating and Representing
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL7.	Child persists in tasks.
INDICATOR	P-ATL7.1.	Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
INDICATOR	P-ATL7.2.	Returns with focus to an activity or project after having been away from it.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL8.	Child holds information in mind and manipulates it to perform tasks.
INDICATOR	P-ATL8.1.	Accurately recounts recent experiences in the correct order and includes relevant details.  <u>Connect4Learning</u> Children will identify the sequence in which an event occurs and explain why one step has to happen before the next.
INDICATOR	P-ATL8.3.	Remembers actions to go with stories or songs shortly after being taught.  <u>Connect4Learning</u> Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem, and resolution.
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)
GOAL	P-ATL9.	Child demonstrates flexibility in thinking and behavior.
INDICATOR	P-ATL9.1.	Tries different strategies to complete work or solve problems including with other children.  <u>Connect4Learning</u> Children will choose an appropriate solution and will use more than one when necessary. Children will evaluate and discuss possible solutions. Children will identify social problems. Children will suggest novel solutions to problems.



		Children will use language to resolve conflicts. Process 08: Reasoning and Problem Solving
INDICATOR	P-ATL9.2.	Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.  <u>Connect4Learning</u> Children will follow classroom rules, expectations, and routines.
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL10.	Child demonstrates initiative and independence.
INDICATOR	P-ATL10.1.	Engages in independent activities.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
INDICATOR	P-ATL10.2.	Makes choices and communicates these to adults and other children.  <u>Connect4Learning</u> Process 02: Cooperating
INDICATOR	P-ATL10.3.	Independently identifies and seeks things to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.  <u>Connect4Learning</u> Children will appropriately handle classroom materials. Children will clean up materials and put personal belongings into the appropriate places. Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
INDICATOR	P-ATL10.4.	Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials, and generating appropriate scenarios to be enacted.  <u>Connect4Learning</u> Children will seek play partners and invite them to play. Process 04: Creating, Imagining and Innovating
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: INITIATIVE AND CURIOSITY
GOAL	P-ATL11.	Child shows interest in and curiosity about the world around them.
INDICATOR	P-ATL11.1.	Asks questions and seeks new information.  <u>Connect4Learning</u>

		Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.
INDICATOR	P-ATL11.2.	Is willing to participate in new activities or experiences even if they are perceived as challenging.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
INDICATOR	P-ATL11.3.	Demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.  <u>Connect4Learning</u> Process 05: Curiosity Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL12.	Child expresses creativity in thinking and communication.
INDICATOR	P-ATL12.2.	Approaches tasks, activities, and play in ways that show creative problem solving.  <u>Connect4Learning</u> Process 08: Reasoning and Problem Solving
INDICATOR	P-ATL12.3.	Uses multiple means of communication to creatively express thoughts, feelings, or ideas.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will engage in frequent one-on-one conversations with peers. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others. Process 01: Communicating and Representing
DOMAIN	HS.ATL.B-60.	Approaches to Learning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: CREATIVITY
GOAL	P-ATL13.	Child uses imagination in play and interactions with others.
INDICATOR	P-ATL13.1.	Engages in social and pretend play.  <u>Connect4Learning</u> Children will give peers play ideas and follow peers' play suggestions. Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers. Process 04: Creating, Imagining and Innovating

INDICATOR	P-ATL13.2.	Uses imagination with materials to create stories or works of art.  <u>Connect4Learning</u> Children will seek play partners and invite them to play. Process 01: Communicating and Representing Process 04: Creating, Imagining and Innovating
INDICATOR	P-ATL13.3.	Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.  <u>Connect4Learning</u> Process 04: Creating, Imagining and Innovating
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH ADULTS
GOAL	P-SE2.	Child engages in prosocial and cooperative behavior with adults.
INDICATOR	P-SE2.1.	Engages in prosocial behaviors with adults, such as using respectful language or greetings.  <u>Connect4Learning</u> Children will use kind words with peers. Process 01: Communicating and Representing
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE3.	Child engages in and maintains positive interactions and relationships with other children.
INDICATOR	P-SE3.1.	Engages in and maintains positive interactions with other children.  <u>Connect4Learning</u> Children will give peers play ideas and follow peers' play suggestions. Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers.
INDICATOR	P-SE3.2.	Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity, or sharing a toy.  <u>Connect4Learning</u> Children will give peers play ideas and follow peers' play suggestions. Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers.

INDICATOR	P-SE3.3.	<p>Takes turns in conversations and interactions with other children.</p> <p><u>Connect4Learning</u>  Children will engage in frequent one-on-one conversations with peers.  Children will give peers play ideas and follow peers' play suggestions.  Children will initiate interactions with peers.  Children will seek play partners and invite them to play.  Children will share materials or take turns with peers.  Children will use kind words with peers.  Process 01: Communicating and Representing</p>
INDICATOR	P-SE3.4.	<p>Develops friendships with one or two preferred other children.</p> <p><u>Connect4Learning</u>  Children will give peers play ideas and follow peers' play suggestions.  Children will initiate interactions with peers.  Children will seek play partners and invite them to play.  Children will share materials or take turns with peers.  Children will use kind words with peers.</p>
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE4.	Child engages in cooperative play with other children.
INDICATOR	P-SE4.1.	<p>Engages in joint play, such as using coordinated goals, planning, roles, and games with rules, with at least one other child at a time.</p> <p><u>Connect4Learning</u>  Children will give peers play ideas and follow peers' play suggestions.  Children will initiate interactions with peers.  Children will seek play partners and invite them to play.  Children will share materials or take turns with peers.  Children will use kind words with peers.</p>
INDICATOR	P-SE4.2.	<p>Demonstrates willingness to include others' ideas during interactions and play.</p> <p><u>Connect4Learning</u>  Children will give peers play ideas and follow peers' play suggestions.  Children will initiate interactions with peers.  Children will seek play partners and invite them to play.  Children will share materials or take turns with peers.  Children will use kind words with peers.</p>
INDICATOR	P-SE4.3.	<p>Shows enjoyment of play with other children, such as through verbal exchanges, smiles, and laughter.</p> <p><u>Connect4Learning</u>  Children will give peers play ideas and follow peers' play suggestions.</p>

		Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers.
INDICATOR	P-SE4.4.	Engages in reflection and conversation about past play experiences  <u>Connect4Learning</u> Children will give peers play ideas and follow peers' play suggestions. Children will initiate interactions with peers. Children will seek play partners and invite them to play. Children will share materials or take turns with peers. Children will use kind words with peers.
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN
GOAL	P-SE5.	Child uses basic problem-solving skills to resolve conflicts with other children.
INDICATOR	P-SE5.2.	Uses basic strategies for dealing with common conflicts, such as sharing, taking turns, and compromising.  <u>Connect4Learning</u> Children will choose an appropriate solution and will use more than one when necessary. Children will evaluate and discuss possible solutions. Children will identify social problems. Children will suggest novel solutions to problems. Children will use language to resolve conflicts.
INDICATOR	P-SE5.3.	Expresses feelings, needs, and opinions in conflict situations.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
INDICATOR	P-SE5.4.	Seeks adult help when needed to resolve conflicts.  <u>Connect4Learning</u> Children will choose an appropriate solution and will use more than one when necessary. Children will evaluate and discuss possible solutions. Children will identify social problems. Children will suggest novel solutions to problems. Children will use language to resolve conflicts.
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE6.	Child expresses a broad range of emotions and recognizes these emotions in self and others.

INDICATOR	P-SE6.1.	Recognizes and labels basic emotions in books or photographs.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
INDICATOR	P-SE6.2.	Uses words to describe own feelings.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
INDICATOR	P-SE6.3.	Uses words to describe the feelings of adults or other children.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE7.	Child expresses care and concern toward others.
INDICATOR	P-SE7.1.	Makes empathetic statements to adults or other children.  <u>Connect4Learning</u> Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others. Children will respond appropriately to peers who are hurt, upset, or angry.
INDICATOR	P-SE7.2.	Offers support to adults or other children who are distressed.  <u>Connect4Learning</u> Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others. Children will respond appropriately to peers who are hurt, upset, or angry.
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: EMOTIONAL FUNCTIONING
GOAL	P-SE8.	Child manages emotions with increasing independence.

INDICATOR	P-SE8.1.	Expresses feelings in ways that are appropriate to the situation.  <u>Connect4Learning</u> Children will describe the feeling and causes of anger. Children will identify emotions in a variety of categories: positive, negative, strong, and weak. Children will identify the causes of emotions in themselves and others. Children will recognize and identify their own emotions and those of others.
INDICATOR	P-SE8.3.	Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.  <u>Connect4Learning</u> Children will describe calming strategies. Children will describe the feeling and causes of anger. Children will use calming strategies when feeling strong emotions. Process 07: Persisting, Attending, and Self-regulation
DOMAIN	HS.SED.B-60.	Social and Emotional Development (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SENSE OF IDENTITY AND BELONGING
GOAL	P-SE10.	Child expresses confidence in own skills and positive feelings about self.
INDICATOR	P-SE10.1.	Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.  <u>Connect4Learning</u> Process 08: Reasoning and Problem Solving
INDICATOR	P-SE10.2.	Expresses own ideas or beliefs in group contexts or in interactions with others.  <u>Connect4Learning</u> Children will help peers complete classroom tasks. Children will use a variety of words to describe and label persons, places, things, and actions. Children will work cooperatively with peers.
DOMAIN	HS.LC.B-60.	Language and Communication (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: ATTENDING AND UNDERSTANDING
GOAL	P-LC1.	Child attends to communication and language from others.
INDICATOR	P-LC1.1.	Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.  <u>Connect4Learning</u> Children will engage in frequent one-on-one conversations with peers. Process 01: Communicating and Representing
INDICATOR	P-LC1.2.	Shows ongoing connection to a conversation, group discussion, or presentation.  <u>Connect4Learning</u> Children will engage in frequent one-on-one conversations with peers.

		Children will help peers complete classroom tasks. Children will work cooperatively with peers. Process 01: Communicating and Representing
<b>DOMAIN</b>	<b>HS.LC.B-60.</b>	<b>Language and Communication (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: ATTENDING AND UNDERSTANDING</b>
<b>GOAL</b>	<b>P-LC2.</b>	<b>Child understands and responds to increasingly complex communication and language from others.</b>
INDICATOR	P-LC2.2.	Demonstrates understanding of a variety of question types, such as “Yes/No?” or “Who/What/When/Where?” or “How/ Why?”  <u>Connect4Learning</u> Process 01: Communicating and Representing
INDICATOR	P-LC2.4.	Shows an understanding of talk related to the past or future.  <u>Connect4Learning</u> Children will understand and discuss some ways that people can learn about the past from natural and human-made objects, such as natural fossils and human-made tools and structures.
INDICATOR	P-LC2.5.	Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told, or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.  <u>Connect4Learning</u> Children will ask questions related to text content. Children will construct meaning from, respond to, and apply knowledge from text read aloud to them.
<b>DOMAIN</b>	<b>HS.LC.B-60.</b>	<b>Language and Communication (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: COMMUNICATING AND SPEAKING</b>
<b>GOAL</b>	<b>P-LC4.</b>	<b>Child understands, follows, and uses appropriate social and conversational rules.</b>
INDICATOR	P-LC4.1.	Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.  <u>Connect4Learning</u> Children will engage in frequent one-on-one conversations with peers. Process 01: Communicating and Representing
<b>DOMAIN</b>	<b>HS.LC.B-60.</b>	<b>Language and Communication (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: COMMUNICATING AND SPEAKING</b>
<b>GOAL</b>	<b>P-LC5.</b>	<b>Child expresses self in increasingly long, detailed, and sophisticated ways.</b>
INDICATOR	P-LC5.3.	Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.  <u>Connect4Learning</u>



		Children will understand and discuss some ways that people can learn about the past from natural and human-made objects, such as natural fossils and human-made tools and structures. Process 01: Communicating and Representing
<b>DOMAIN</b>	<b>HS.LC.B-60.</b>	<b>Language and Communication (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: VOCABULARY</b>
<b>GOAL</b>	<b>P-LC6.</b>	<b>Child understands and uses a wide variety of words for a variety of purposes.</b>
INDICATOR	P-LC6.1.	Demonstrates the use of multiple (2–3) new words or signs a day during play and other activities.  <u>Connect4Learning</u> Process 01: Communicating and Representing
INDICATOR	P-LC6.2.	Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.  <u>Connect4Learning</u> Children will construct meaning from, respond to, and apply knowledge from text read aloud to them. Process 01: Communicating and Representing
INDICATOR	P-LC6.3.	With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes.  <u>Connect4Learning</u> Process 01: Communicating and Representing
INDICATOR	P-LC6.4.	With support, forms guesses about the meaning of new words from context clues.  <u>Connect4Learning</u> Children will construct meaning from, respond to, and apply knowledge from text read aloud to them.
<b>DOMAIN</b>	<b>HS.LC.B-60.</b>	<b>Language and Communication (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: VOCABULARY</b>
<b>GOAL</b>	<b>P-LC7.</b>	<b>Child shows understanding of word categories and relationships among words.</b>
INDICATOR	P-LC7.1.	Categorizes words or objects, such as sorting a hard hat, machines, and tools into the construction group, or giving many examples of farm animals.  <u>Connect4Learning</u> Children will classify small groups of objects.
INDICATOR	P-LC7.2.	Discusses new words in relation to known words and word categories, such as “It fell to the bottom when it sank” or “When you hop it’s like jumping on one leg” or “The bear and fox are both wild animals.”  <u>Connect4Learning</u> Process 01: Communicating and Representing
INDICATOR	P-LC7.5.	Shows an ability to distinguish similar words, such as “I don’t like it, I love it!” or “It’s more than tall, it’s gigantic” or “It’s so cold, it’s frosty.”

		<a href="#">Connect4Learning</a> Process 03: Comparing and Classifying
<b>DOMAIN</b>	<b>HS.LIT.B-60.</b>	<b>Literacy (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: PHONOLOGICAL AWARENESS</b>
<b>GOAL</b>	<b>P-LIT1.</b>	<b>Child demonstrates awareness that spoken language is composed of smaller segments of sound.</b>
INDICATOR	P-LIT1.1.	Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”  <a href="#">Connect4Learning</a> Children will generate rhyming words. Children will recognize rhyming words.
INDICATOR	P-LIT1.2.	Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”  <a href="#">Connect4Learning</a> Children will blend onset and rime to produce a word—for example, using /f/ and /ish/ to say the word fish. Children will generate words that begin with the same sound. Children will recognize words that begin with the same sound. Children will segment the first sound in a word.
INDICATOR	P-LIT1.3.	Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”  <a href="#">Connect4Learning</a> Children will blend onset and rime to produce a word—for example, using /f/ and /ish/ to say the word fish. Children will generate words that begin with the same sound. Children will recognize words that begin with the same sound. Children will segment the first sound in a word.
<b>DOMAIN</b>	<b>HS.LIT.B-60.</b>	<b>Literacy (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE</b>
<b>GOAL</b>	<b>P-LIT2.</b>	<b>Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</b>
INDICATOR	P-LIT2.1.	Understands that print is organized differently for different purposes, such as a note, list, or storybook.  <a href="#">Connect4Learning</a> Children will demonstrate an awareness that spoken words correspond to printed words in texts. Children will demonstrate awareness of print in classroom, home, and community settings. Children will demonstrate the understanding that information can be written and read by people. Children will, with support, use specific types of text for specific purposes.
INDICATOR	P-LIT2.2.	Understands that written words are made up of a group of individual letters.  <a href="#">Connect4Learning</a>

		<p>Children will use a letter or letters to represent at least one sound in a word.</p> <p>Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds</p> <p>Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds.</p>
INDICATOR	P-LIT2.3.	<p>Begins to point to single-syllable words while reading simple, memorized texts.</p> <p><a href="#">Connect4Learning</a></p> <p>Children will recognize personally meaningful words in print, such as the child’s name, Mom, and environmental print.</p>
INDICATOR	P-LIT2.4.	<p>Identifies book parts and features, such as the front, back, title, and author.</p> <p><a href="#">Connect4Learning</a></p> <p>Children will learn about and demonstrate an understanding of parts of books, such as headings and indexes.</p>
DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE
GOAL	P-LIT3.	Child identifies letters of the alphabet and produces correct sounds associated with letters.
INDICATOR	P-LIT3.1.	<p>Names 18 upper- and 15 lower-case letters.</p> <p><a href="#">Connect4Learning</a></p> <p>Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters.</p>
INDICATOR	P-LIT3.2.	<p>Knows the sounds associated with several letters.</p> <p><a href="#">Connect4Learning</a></p> <p>Children will demonstrate the understanding that letters represent sounds in language—the alphabetic principle.</p> <p>Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters.</p> <p>Children will use a letter or letters to represent at least one sound in a word.</p>
DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT4.	Child demonstrates an understanding of narrative structure through storytelling/re-telling.
INDICATOR	P-LIT4.1.	<p>Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.</p> <p><a href="#">Connect4Learning</a></p> <p>Children will identify the sequence in which an event occurs and explain why one step has to happen before the next.</p> <p>Children will retell and reenact books from memory or through the use of illustrations and will exhibit an</p>

		awareness of narrative elements, such as characters, setting, problem, and resolution. Process 04: Creating, Imagining and Innovating
INDICATOR	P-LIT4.2.	Tells fictional or personal stories using a sequence of at least 2–3 connected events.  <u>Connect4Learning</u> Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem, and resolution.
INDICATOR	P-LIT4.3.	Identifies characters and main events in books and stories.  <u>Connect4Learning</u> Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem, and resolution.
DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COMPREHENSION AND TEXT STRUCTURE
GOAL	P-LIT5.	Child asks and answers questions about a book that was read aloud.
INDICATOR	P-LIT5.1.	Answers questions about details of a story with increasingly specific information, such as when asked “Who was Mary?” responds “She was the girl who was riding the horse and then got hurt.”  <u>Connect4Learning</u> Children will ask questions related to text content. Children will construct meaning from, respond to, and apply knowledge from text read aloud to them.
INDICATOR	P-LIT5.2.	Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story; inferring characters’ feelings or intentions; or providing evaluations of judgments that are grounded in the text.  <u>Connect4Learning</u> Children will construct meaning from, respond to, and apply knowledge from text read aloud to them. Children will make predictions based on texts, observations, and prior knowledge. Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem, and resolution. Children will use their background knowledge and information in and across texts to make inferences.
INDICATOR	P-LIT5.3.	Provides a summary of a story, highlighting a number of the key ideas in the story and how they relate.  <u>Connect4Learning</u> Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem, and resolution.
DOMAIN	HS.LIT.B-60.	Literacy (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: WRITING
GOAL	P-LIT6.	Child writes for a variety of purposes using increasingly sophisticated marks.

INDICATOR	P-LIT6.1.	<p>Creates a variety of written products that may or may not phonetically relate to intended messages.</p> <p><u>Connect4Learning</u>  Children will communicate information through drawing and emergent writing.  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds.  Process 01: Communicating and Representing</p>
INDICATOR	P-LIT6.2.	<p>Shows an interest in copying simple words posted in the classroom.</p> <p><u>Connect4Learning</u>  Children will communicate information through drawing and emergent writing.  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds.  Process 01: Communicating and Representing</p>
INDICATOR	P-LIT6.3.	<p>Attempts to independently write some words using invented spelling, such as K for kite.</p> <p><u>Connect4Learning</u>  Children will communicate information through drawing and emergent writing.  Children will use a letter or letters to represent at least one sound in a word.  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds.  Process 01: Communicating and Representing</p>
INDICATOR	P-LIT6.4.	<p>Writes first name correctly or close to correctly.</p> <p><u>Connect4Learning</u>  Children will communicate information through drawing and emergent writing.  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds  Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds.  Process 01: Communicating and Representing</p>
INDICATOR	P-LIT6.5.	<p>Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.</p> <p><u>Connect4Learning</u>  Children will communicate information through drawing and emergent writing.  Children will demonstrate the understanding that information can be written and read by people.</p>

		Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds. Process 01: Communicating and Representing
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH1.	Child knows number names and the count sequence.
INDICATOR	P-MATH1.1.	Counts verbally or signs to at least 20 by ones.  <u>Connect4Learning</u> Children will count beyond ten. Children will count by ones to ten then back from ten. Children will count to ten and beyond.
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH2.	Child recognizes the number of objects in a small set.
INDICATOR	P-MATH2.1.	Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.  <u>Connect4Learning</u> Children will quickly recognize and name the sum of two small groups (conceptual subitizing). Children will quickly recognize the number of objects in small groups (perceptual subitizing).
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH3.	Child understands the relationship between numbers and quantities.
INDICATOR	P-MATH3.1.	When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object, up to at least 10.  <u>Connect4Learning</u> Children will compare sets by counting. Children will connect numerals and number words to the quantities they represent. Children will develop and demonstrate an understanding of one-to-one correspondence. Children will recognize and form numerals.
INDICATOR	P-MATH3.2.	Counts and answers “How many?” questions for approximately 10 objects.  <u>Connect4Learning</u> Children will count forward from a number other than one. Children will demonstrate understanding of the plus-one pattern in the counting sequence.
INDICATOR	P-MATH3.3.	Accurately counts as many as 5 objects in a scattered configuration.  <u>Connect4Learning</u>

		Children will count forward from a number other than one. Children will demonstrate understanding of the plus-one pattern in the counting sequence.
INDICATOR	P-MATH3.4.	Understands that each successive number name refers to a quantity that is one larger.  <u>Connect4Learning</u> Children will compare two numbers to determine which one is greater. Children will demonstrate their mental number line by guessing a number based on clues given to them. Children will demonstrate understanding of the plus-one pattern in the counting sequence.
INDICATOR	P-MATH3.5.	Understands that the last number said represents the number of objects in a set.  <u>Connect4Learning</u> Children will count forward from a number other than one. Children will demonstrate understanding of the plus-one pattern in the counting sequence.
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH4.	Child compares numbers.
INDICATOR	P-MATH4.1.	Identifies whether the number of objects in one group is more than, less than, or the same as objects in another group for up to at least five objects.  <u>Connect4Learning</u> Children will classify small groups of objects. Children will compare two numbers to determine which one is greater. Children will demonstrate their mental number line by guessing a number based on clues given to them. Children will demonstrate understanding of the plus-one pattern in the counting sequence.
INDICATOR	P-MATH4.2.	Identifies and uses numbers related to order or position from first to tenth.  <u>Connect4Learning</u> Children will order numbers.
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: COUNTING AND CARDINALITY
GOAL	P-MATH5.	Child associates a quantity with written numerals up to 5 and begins to write numbers.
INDICATOR	P-MATH5.1.	Associates a number of objects with a written numeral 0–5.  <u>Connect4Learning</u> Children will count forward from a number other than one. Children will demonstrate understanding of the plus-one pattern in the counting sequence.
INDICATOR	P-MATH5.2.	Recognizes and, with support, writes some numerals up to 10.  <u>Connect4Learning</u> Children will connect numerals and number words to the quantities they represent.

DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH6.	Child understands addition as adding to and understands subtraction as taking away from.
INDICATOR	P-MATH6.1.	Represents addition and subtraction in different ways, such as with fingers, objects, and drawings.  <u>Connect4Learning</u> Children will compose and decompose numbers. Children will demonstrate an understanding of the connection between counting and simple addition and subtraction. Children will quickly recognize and name the sum of two small groups (conceptual subitizing).
INDICATOR	P-MATH6.2.	Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.  <u>Connect4Learning</u> Children will compose and decompose numbers. Children will demonstrate an understanding of the connection between counting and simple addition and subtraction. Children will quickly recognize and name the sum of two small groups (conceptual subitizing).
INDICATOR	P-MATH6.3.	With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction such as taking away 3 from 5, counts, "Five, four, three...two!" (keeping track with fingers).  <u>Connect4Learning</u> Children will compose and decompose numbers. Children will count by ones to ten then back from ten. Children will count forward from a number other than one. Children will demonstrate an understanding of the connection between counting and simple addition and subtraction. Children will demonstrate understanding of the plus-one pattern in the counting sequence. Children will quickly recognize and name the sum of two small groups (conceptual subitizing).
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING
GOAL	P-MATH7.	Child understands simple patterns.
INDICATOR	P-MATH7.1.	Fills in missing elements of simple patterns.  <u>Connect4Learning</u> Children will recognize and describe simple patterns. Children will recognize and discuss the core units of repeating patterns. Children will recognize, duplicate, and extend repeating patterns.
INDICATOR	P-MATH7.2.	Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug. Extends patterns, such as making an



		<p>eight block tower of the same pattern that was demonstrated with four blocks.</p> <p><u>Connect4Learning</u>  Children will recognize and describe simple patterns.  Children will recognize and discuss the core units of repeating patterns.  Children will recognize, duplicate, and extend repeating patterns.</p>
INDICATOR	P-MATH7.3.	<p>Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.</p> <p><u>Connect4Learning</u>  Children will recognize and describe simple patterns.  Children will recognize and discuss the core units of repeating patterns.  Children will recognize, duplicate, and extend repeating patterns.</p>
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: MEASUREMENT
GOAL	P-MATH8.	Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.
INDICATOR	P-MATH8.1.	<p>Measures using the same unit, such as putting together snap cubes to see how tall a book is.</p> <p><u>Connect4Learning</u>  Children will directly compare sizes using words such as bigger and longer.  Children will measure by placing units of length end to end.  Children will order lengths.</p>
INDICATOR	P-MATH8.2.	<p>Compares or orders up to 5 objects based on their measurable attributes, such as height or weight.</p> <p><u>Connect4Learning</u>  Children will directly compare sizes using words such as bigger and longer.  Children will measure by placing units of length end to end.  Children will order lengths.</p>
INDICATOR	P-MATH8.3.	<p>Uses comparative language, such as shortest, heavier, or biggest.</p> <p><u>Connect4Learning</u>  Children will directly compare sizes using words such as bigger and longer.  Children will measure by placing units of length end to end.  Children will order lengths.</p>
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH9.	Child identifies, describes, compares, and composes shapes.
INDICATOR	P-MATH9.1.	Names and describes shapes in terms of length of sides, number of sides, and number of angles.

		<p><u>Connect4Learning</u>  Children will build shapes from their parts.  Children will compose shapes to make new shapes and decompose shapes into constituent shapes.  Children will describe why certain figures are or are not shapes using their attributes.  Children will distinguish between visually similar nonexamples of familiar two-dimensional shapes.  Children will find, identify, and describe the shapes in their environment.  Children will match congruent shapes.  Children will match the face of a three-dimensional object to its congruent two-dimensional outline.  Children will name and describe the attributes of familiar two- and three-dimensional shapes.  Children will recognize and describe corners as distinct geometric objects.  Children will recognize and describe sides as distinct geometric objects.</p>
INDICATOR	P-MATH9.2.	<p>Correctly names basic shapes regardless of size and orientation.</p> <p><u>Connect4Learning</u>  Children will build shapes from their parts.  Children will compose shapes to make new shapes and decompose shapes into constituent shapes.  Children will describe why certain figures are or are not shapes using their attributes.  Children will distinguish between visually similar nonexamples of familiar two-dimensional shapes.  Children will find, identify, and describe the shapes in their environment.  Children will match congruent shapes.  Children will match the face of a three-dimensional object to its congruent two-dimensional outline.  Children will name and describe the attributes of familiar two- and three-dimensional shapes.  Children will recognize and describe corners as distinct geometric objects.  Children will recognize and describe sides as distinct geometric objects.</p>
INDICATOR	P-MATH9.3.	<p>Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes.</p> <p><u>Connect4Learning</u>  Children will build shapes from their parts.  Children will compose shapes to make new shapes and decompose shapes into constituent shapes.  Children will describe why certain figures are or are not shapes using their attributes.  Children will distinguish between visually similar nonexamples of familiar two-dimensional shapes.  Children will find, identify, and describe the shapes in their environment.  Children will match congruent shapes.  Children will match the face of a three-dimensional object to its congruent two-dimensional outline.  Children will name and describe the attributes of familiar two- and three-dimensional shapes.  Children will recognize and describe corners as distinct geometric objects.  Children will recognize and describe sides as distinct geometric objects.</p>
INDICATOR	P-MATH9.4.	<p>Describes their similarities, differences, and other attributes, such as size and shape.</p> <p><u>Connect4Learning</u>  Children will directly compare sizes using words such as bigger and longer.  Children will find, identify, and describe the shapes in their environment.  Children will match the face of a three-dimensional object to its congruent two-dimensional outline.</p>

		Children will name and describe the attributes of familiar two- and three-dimensional shapes. Children will order sets of three objects by size and make serial correspondence between sets.
INDICATOR	P-MATH9.5.	Creates and builds shapes from components.  <u>Connect4Learning</u> Children will build shapes from their parts. Children will compose shapes to make new shapes and decompose shapes into constituent shapes. Children will describe why certain figures are or are not shapes using their attributes. Children will distinguish between visually similar nonexamples of familiar two-dimensional shapes. Children will find, identify, and describe the shapes in their environment. Children will match congruent shapes. Children will match the face of a three-dimensional object to its congruent two-dimensional outline. Children will name and describe the attributes of familiar two- and three-dimensional shapes. Children will recognize and describe corners as distinct geometric objects. Children will recognize and describe sides as distinct geometric objects.
DOMAIN	HS.M.B-60.	Math (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE
GOAL	P-MATH10.	Child explores the positions of objects in space.
INDICATOR	P-MATH10.1.	Understands and uses language related to directionality, order, and the position of objects, including up/down, and in front/behind.  <u>Connect4Learning</u> Children will explore, describe, and compare positions and motion of objects, both living and nonliving.
INDICATOR	P-MATH10.2.	Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”  <u>Connect4Learning</u> Children will explore, describe, and compare positions and motion of objects, both living and nonliving.
DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI1.	Child observes and describes observable phenomena (objects, materials, organisms, and events).
INDICATOR	P-SCI1.1.	Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.  <u>Connect4Learning</u> Children will identify, think, and talk about their senses, the body parts used, and the kinds of information we get through each sense.
INDICATOR	P-SCI1.2.	Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars, or stethoscope. Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.  <u>Connect4Learning</u>

		<p>Children will be aware of and name some ways that people create tools and use technology to improve their daily lives.</p> <p>Children will identify, think, and talk about their senses, the body parts used, and the kinds of information we get through each sense.</p> <p>Children will use prior knowledge and experiences to support their predictions and explanations.</p> <p>Process 10: Using Tools Strategically</p>
INDICATOR	P-SCI1.3.	<p>Represents observable phenomena with pictures, diagrams, and 3-D models.</p> <p><u>Connect4Learning</u></p> <p>Children will demonstrate the understanding that people represent and interpret information in various formats, such as drawings, maps, graphs, blueprints, charts, and lists, and will practice some of these themselves.</p> <p>Process 01: Communicating and Representing</p>
DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI2.	Child engages in scientific talk.
INDICATOR	P-SCI2.1.	<p>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate, or measure.</p> <p><u>Connect4Learning</u></p> <p>Children will choose an appropriate solution from a collection of solutions.</p> <p>Children will demonstrate the understanding that people represent and interpret information in various formats, such as drawings, maps, graphs, blueprints, charts, and lists, and will practice some of these themselves.</p> <p>Children will engage in creative and flexible thinking about and discuss new uses for objects and materials.</p> <p>Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.</p> <p>Children will engage in simple experimentation, with adult guidance.</p> <p>Children will report on data collected in experiments.</p> <p>Children will seek answers to questions and will check predictions through direct exploration and use of research resources.</p> <p>Children will use prior knowledge and experiences to support their predictions and explanations.</p> <p>Children will use relevant attributes of objects and materials when making predictions and when solving problems.</p> <p>Process 06: Observation</p>
INDICATOR	P-SCI2.2.	<p>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal, or object.</p> <p><u>Connect4Learning</u></p> <p>Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.</p> <p>Children will use prior knowledge and experiences to support their predictions and explanations.</p>

DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: SCIENTIFIC INQUIRY
GOAL	P-SCI3.	Child compares and categorizes observable phenomena.
INDICATOR	P-SCI3.1.	Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound.  <u>Connect4Learning</u> Children will classify small groups of objects.
INDICATOR	P-SCI3.2.	Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena.  <u>Connect4Learning</u> Children will use simple measurement tools and language to investigate and compare objects and events.
DOMAIN	HS.SCI.B-60.	Scientific Reasoning (By 60 Months)
SUB-DOMAIN		SUB-DOMAIN: REASONING AND PROBLEM-SOLVING
GOAL	P-SCI4.	Child asks a question, gathers information, and makes predictions.
INDICATOR	P-SCI4.1.	Asks questions that can be answered through an investigation, such as “What do plants need to grow?” or “What countries do the children in our class come from?”.  <u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.
INDICATOR	P-SCI4.2.	Gathers information about a question by looking at books or discussing prior knowledge and observations.  <u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. Children will report on data collected in experiments. Children will use and practice observation skills. Process 06: Observation
INDICATOR	P-SCI4.3.	Makes predictions and brainstorms solutions based on background knowledge and experiences, such as “I think that plants need water to grow.” or “I think adding yellow paint to purple will make brown.”.  <u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. Children will seek answers to questions and will check predictions through direct exploration and use of research resources. Children will use evidence to evaluate ideas and to draw conclusions. Children will use prior knowledge and experiences to support their predictions and explanations. Children will use relevant attributes of objects and materials when making predictions and when solving

		problems. Process 08: Reasoning and Problem Solving
<b>DOMAIN</b>	<b>HS.SCI.B-60.</b>	<b>Scientific Reasoning (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: REASONING AND PROBLEM-SOLVING</b>
<b>GOAL</b>	<b>P-SCI5.</b>	<b>Child plans and conducts investigations and experiments.</b>
INDICATOR	P-SCI5.1.	<p>Articulates steps to be taken and lists materials needed for an investigation or experiment.</p> <p><u>Connect4Learning</u>  Children will be aware of and name some ways that people create tools and use technology to improve their daily lives.  Children will choose an appropriate solution from a collection of solutions.  Children will engage in creative and flexible thinking about and discuss new uses for objects and materials.  Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.  Children will engage in simple experimentation, with adult guidance.  Children will report on data collected in experiments.  Process 10: Using Tools Strategically</p>
INDICATOR	P-SCI5.2.	<p>Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.</p> <p><u>Connect4Learning</u>  Children will choose an appropriate solution from a collection of solutions.  Children will engage in creative and flexible thinking about and discuss new uses for objects and materials.  Children will engage in simple experimentation, with adult guidance.  Children will report on data collected in experiments.</p>
INDICATOR	P-SCI5.3.	<p>Uses senses and simple tools to observe, gather, and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.</p> <p><u>Connect4Learning</u>  Children will demonstrate the understanding that people represent and interpret information in various formats, such as drawings, maps, graphs, blueprints, charts, and lists, and will practice some of these themselves.  Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record.  Children will identify, think, and talk about their senses, the body parts used, and the kinds of information we get through each sense.  Children will report on data collected in experiments.  Process 01: Communicating and Representing</p>
<b>DOMAIN</b>	<b>HS.SCI.B-60.</b>	<b>Scientific Reasoning (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: REASONING AND PROBLEM-SOLVING</b>
<b>GOAL</b>	<b>P-SCI6.</b>	<b>Child analyzes results, draws conclusions, and communicates results.</b>

INDICATOR	P-SCI6.1.	Analyzes and interprets data and summarizes results of investigation.  <u>Connect4Learning</u> Children will demonstrate the understanding that people represent and interpret information in various formats, such as drawings, maps, graphs, blueprints, charts, and lists, and will practice some of these themselves. Process 06: Observation
INDICATOR	P-SCI6.2.	Draws conclusions, constructs explanations, and verbalizes cause and effect relationships.  <u>Connect4Learning</u> Children will use prior knowledge and experiences to support their predictions and explanations.
INDICATOR	P-SCI6.3.	With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.  <u>Connect4Learning</u> Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. Children will seek answers to questions and will check predictions through direct exploration and use of research resources. Children will use prior knowledge and experiences to support their predictions and explanations. Children will use relevant attributes of objects and materials when making predictions and when solving problems.
INDICATOR	P-SCI6.4.	Communicates results, solutions, and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.  <u>Connect4Learning</u> Children will use prior knowledge and experiences to support their predictions and explanations.
<b>DOMAIN</b>	<b>HS.PMPD.B-60.</b>	<b>Perceptual, Motor, and Physical Development (By 60 Months)</b>
<b>SUB-DOMAIN</b>		<b>SUB-DOMAIN: GROSS MOTOR</b>
<b>GOAL</b>	<b>P-PMP1.</b>	<b>Child demonstrates control, strength, and coordination of large muscles.</b>
INDICATOR	P-PMP1.2.	Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder, or dancing to music.  <u>Connect4Learning</u> Children will apply knowledge about the features of habitats to describe a new habitat. Children will demonstrate the understanding that people represent and interpret information in various formats, such as drawings, maps, graphs, blueprints, charts, and lists, and will practice some of these themselves.