

# ELM Snapshot of Child Progress: 3–5 Years

Child: \_\_\_\_\_ Classroom: \_\_\_\_\_ Staff: \_\_\_\_\_ Period: \_\_\_\_\_ to \_\_\_\_\_

Foundation Skill	Observed or Assessed (dates)	Follow-Up Learning Plan
<b>Language/Literacy</b>		
<b>Oral language</b> (begins Week 2)		
Understanding and using new words		
Understanding and remembering key information in a book		
Understanding how to draw inferences from book information		
<b>Phonological awareness</b> (begins Week 1)		
Identifying sounds		
Recognizing, naming, and suggesting words that rhyme		
Forming and segmenting compound words (assessed week 11)		
Segmenting words into syllables and blending syllables (assessed week 16)		
Identifying the initial sounds of familiar words (assessed week 23)		
*Blending the two initial sounds (body) with the ending sounds (coda) of one-syllable word (assessed week 30)		
*Blending the initial sound (onset) with the remaining sounds (rime) of one-syllable word (assessed week 30)		
*Identifying final sound		
<b>Letter knowledge</b> (begins Week 6)		
Letter sounds		
Identifying uppercase letters (assessed week 43)		
<b>Print Knowledge</b> (begins Week 1)		
Understanding how books work		
Understanding how sentences work		
<b>Writing</b> (begins Week 7)		
Beginning skills in forming letters and words		

\*For children who are ready to learn this advanced skill

## ELM Snapshot of Child Progress: 3–5 Years continued

Child: \_\_\_\_\_ Classroom: \_\_\_\_\_ Staff: \_\_\_\_\_ Period: \_\_\_\_\_ to \_\_\_\_\_

Foundation Skill	Observed or Assessed (dates)	Follow-Up Learning Plan
<b>Mathematics</b>		
<b>Number knowledge</b> (begins Week 1)		
Understanding small numbers		
Understanding comparison words used with number quantities		
One-to-one counting (assessed week 13)		
Understanding that the last number counted indicates “how many” (assessed week 13)		
Recognizing and naming numerals (assessed week 22)		
Understanding the concept of “one more” (assessed week 27)		
<b>Geometric and spatial knowledge</b> (begins Week 4)		
Recognizing and labeling basic shapes		
Creating basic shapes		
Recognizing how shapes are related to each other		
Recognizing variations of basic shapes		
<b>Pattern knowledge</b> (begins Week 14)		
Identifying basic patterns		
Creating basic patterns		
Creating more complex patterns		
<b>Measurement knowledge</b> (begins Week 24)		
Assigning number values when measuring		
Using basic measurement skills		
*Understanding and using standard forms of measurement		

\*For children who are ready to learn this advanced skill

## ELM Snapshot of Child Progress: 3–5 Years continued

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Foundation Skill	Observed or Assessed (dates)	Follow-Up Learning Plan
<b>Self-Regulation</b>		
<b>Self-control</b> (begins Week 1)		
Self-control of behaviors		
Self-control of emotions		
Self-control of thoughts		
<b>Concentration</b> (begins Week 4)		
Concentrating on an experience		
Concentrating on self		
Concentrating on others		
<b>Executive function</b> (begins Week 8)		
Paying attention and flexibly shifting focus		
Holding onto and using information		
Inhibiting thoughts and responses inappropriate to situation		
<b>Social-Emotional</b>		
<b>Relationship skills</b> (begins Week 1)		
Initiating Play		
Sharing, taking turns, and cooperating with peers or adults		
Solving social problems		
Being friendly and helpful		
<b>Emotion knowledge</b> (begins Week 10)		
Understanding different emotions		
Managing emotions		
<b>Perspective-taking</b> (begins Week 28)		
Understanding another person's perspective		
<b>Personal responsibility</b> (begins Week 32)		
Understanding and taking personal responsibility		

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Foundation Skill	Observed or Assessed (dates)	Follow-Up Learning Plan
<b>Social Studies</b>		
<b>Respecting individual and family differences</b> (begins Week 1)		
Understanding some of the ways individuals are unique		
Understanding some of the ways families are unique		
<b>Knowledge of social/physical environments</b> (begins Week 10)		
Characteristics of physical environments		
Characteristics of social environments		
<b>Concepts of time</b> (begins Week 31)		
Understanding yesterday, today, tomorrow, morning, afternoon		
Understanding how families lived long ago		
<b>Creative Expression</b>		
<b>Appreciation and knowledge of creative expression</b> (begins Week 1)		
Understanding how an artist creates art		
Understanding basic dance concepts		
Understanding music concepts		
Understanding drama concepts		
<b>Skills that support creative expression</b> (begins Week 5)		
Creating one's own artwork		
Exploring basic dance movements		
Creating music		
Creating drama		

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Foundation Skill	Observed or Assessed (dates)	Follow-Up Learning Plan
<b>Science</b>		
<b>Inquiry skills</b> (begins Week 3)		
Using inquiry skills		
<b>Understanding basic characteristics of:</b>		
living and nonliving things (begins Week 12)		
life cycles (begins Week 19)		
habitats (begins Week 26)		
earth and space (begins Week 37)		
<b>Physical/Health</b>		
<b>Motor Development</b> (begins Week 4)		
Gross motor		
Fine motor		
<b>Good health practices</b> (begins Week 1)		
Knowledge of safety rules, routines, and emergency procedures		
Knowledge of how to take good physical care of self		