



3-Year-Old Goals

These goals are based on the Work Sampling System Developmental Guidelines for Preschool 3 (age 3). They incorporate state and national standards of curriculum development and teaching practices and are organized according to specific areas of development. They are also tied into the Illinois Early Learning Standards.

Personal and Social Development

- To begin developing self-concept by demonstrating self-confidence and showing some self-direction.
- To begin developing self-control by following simple classroom rules and routines with guidance, by beginning to use classroom materials carefully, and by managing transitions.
- To demonstrate a desire to learn by showing eagerness and curiosity as a learner; by attending briefly, and seeking help when encountering a problem; and by approaching play with purpose and inventiveness.
- To develop interactions with others by interacting with one or more children, by interacting with familiar adults, by participating in group life in the class, and by showing empathy and caring for others.
- To seek adult help when needed to resolve conflicts.

Language and Literacy

- To develop listening skills through gaining meaning by listening, by following two-step directions, and by showing the beginnings of phonological awareness (the ability to hear and discriminate the sounds of language).
- To develop speaking skills by speaking clearly enough to be understood by most listeners and by using expanded vocabulary and language for a variety of purposes.
- To develop reading skills by showing an appreciation of books, by showing an interest in letters and words, and by comprehending and responding to stories read aloud.
- To develop writing skills by representing ideas and stories through pictures, dictation and play; and by using scribbles and unconventional shapes to write.

(Over)



Mathematical Thinking

- To show an interest in solving mathematical problems.
- To show curiosity and interest in counting and numbers.
- To sort objects into subgroups that vary by one attribute.
- To demonstrate the beginning understanding of geometry and spatial relations by identifying several shapes and by showing an understanding of several positional words.
- To demonstrate the beginning understanding of measurement by showing an understanding of some comparative words and by participating in measuring activities.

Scientific Thinking

- To develop inquiry skills by using senses to observe and explore classroom materials and natural phenomena, by beginning to use simple tools and equipment for investigation, and by making comparisons among objects.

Social Studies

- To begin to recognize own physical characteristics and those of others.
- To begin to understand human interdependence through starting to understand family structures and roles and by describing some jobs that people do.
- To demonstrate an awareness of group rules.
- To demonstrate a beginning awareness of their environment.

The Arts

- To demonstrate expression and representation by participating in group music experiences; by participating in creative movement, dance, and drama; and by using a variety of art materials for tactile experience and exploration.
- To demonstrate an understanding and appreciation of the arts by responding to artistic creations or events.

Physical Development and Health

- To develop gross motor skills by demonstrating some balance and control and by coordinating movements to perform simple tasks.
- To develop fine motor skills by using strength and control to perform simple tasks, by demonstrating eye-hand coordination to complete simple activities, and by exploring various drawing and art tools.
- To develop personal health and safety skills by beginning to perform self-care tasks independently and by following basic health and safety rules with reminders.