

### Language & Literacy

#### COMMUNICATION

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Shows steady growth in words used and understood (e.g., descriptive words, spatial vocabulary, labeling items)

Asks simple questions

Speaks in a clear, audible voice so that most words are understood

Follows two-step directions with visual cues if needed

Responds to and verbally states first and last name

Talks to oneself and others about what he/she is doing, routines followed, and events participated in

Communicates in short sentences that follow the word order of home language

Begins to use words such as “think,” “pretend,” and “remember” to reflect on previous knowledge or experiences

#### LITERACY

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Recognizes first name in print

Recognizes some letter names

Acquires new vocabulary through shared reading experiences

Answers questions about a story

Provides words or phrases in familiar stories, songs, or rhymes

Connects events in story to own life

Retells a familiar story in own words

Begins to engage in reading behaviors independently (e.g., pretends to read a book, retells story using pictures, repeats familiar phrases while looking at a book)

Tells a simple story from sequenced pictures

Understands realistic symbols and environmental print within the classroom

(e.g., classroom material labels, visual handwashing procedure, cubby labels)

Understands that text is meaningful and can be read (e.g., student asks teacher to dictate what he/she says about the illustration)

Uses pictures to describe and predict stories and information in books

#### WRITING

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Transitions from holding writing utensil from fist grip to a pronated grip (between thumb and forefinger)

Makes scribble marks that resemble some letter forms

Mimics authentic writing behavior by scribbling (e.g., taking notes, making lists, taking an order)



## Mathematical Thinking

### NUMBER AND NUMBER SENSE

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Rote counts from 1–20

Understands the number concept of 1–5

Uses fingers or objects to represent numbers 1–5 (e.g., holds up 2 fingers to indicate age)

Demonstrates understanding of the concept of “more,” “all,” and “none”

### GEOMETRY AND RELATIONSHIPS

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Begins to compare and contrast objects by color, shape, and size

Sorts objects by color, shape, or size

Identifies and matches objects by colors, shapes, or other objects

Matches simple 3D shapes to simple 2D shapes

### PROBLEM-SOLVING AND REASONING

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Completes 3 to 10 piece puzzles

Repeats simple ABAB patterns

Uses picture references and deductive reasoning to determine who is and is not present at school

Explains everyday occurrences using simple reasoning

Participates in learning experiences that explore weight, size, and speed of various objects



## Scientific Exploration

### SCIENCE

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Explores properties of objects (e.g., size, shape, texture)

Identifies and explores seasonal changes in nature

Begins to explore and identify animals, animal families, and their habitats

Begins to identify local and common forms of weather

Uses simple tools to investigate objects and materials with guidance (e.g., magnifying glass, scoop-and-pour containers)

Begins to discuss similarities and differences between daytime and nighttime

Notices changes in materials (e.g., size, weight, texture, speed) when they are mixed or manipulated (e.g., water freezing, melting, combining)

### ENGINEERING

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Watches others and is motivated to repurpose common items for various purposes (e.g., uses basket as a hat, uses a rainboot as a planter)



## Citizens of the World

### SOCIAL STUDIES

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Actively participates in keeping the classroom environment clean and organized (e.g., materials, furniture, centers)

Explores common forms of transportation in the community

Talks about pets in the home

Explores roles of family members (e.g., mother, father)

### DIVERSITY

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Explores food from other cultures around the world

Explores animals from around the world

Talks about self (e.g., favorite foods, hair color, eye color, age, identifies body parts)

### WORLD LANGUAGES

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Introduces new Spanish vocabulary

Reviews previously acquired Spanish vocabulary

Begins to explore languages spoken throughout the world (e.g., languages spoken in the classroom and beyond)



## Creative Expression

### MUSIC, MUSICIANS, AND MOVEMENT

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Begins to show preference for a familiar song

Claps in rhythm with music

Moves body expressively to music with or without props

Sings and acts out familiar songs, fingerplays, or rhymes

Identifies music as fast or slow

Begins to participate in discussions around different genres of music, musicians, and movement concepts

### ART AND ARTISTS

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Creates art using basic shapes

Begins to make prints and collages using various materials

Paints or draws on a vertical surface (e.g., fence, classroom wall, easel)

Creates 3D art using various materials

Begins to participate in discussions around different forms of visual art and artists (e.g., shape art, 3D art, nature art)

### DRAMATIC PLAY

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Uses dress-up props or props created to pretend to be characters, animals, or objects (e.g., uses block as a cell phone, clothing, baby dolls)

Engages in pretend play connected to personal experiences, season, or literature (e.g., familiar routines, events, and/or people)

## Social-Emotional Learning

### SELF-HELP

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Begins to follow bathroom procedures

Expresses needs and wants

Assists in dressing/undressing

Accepts redirection from adults

Seeks support from caregiver when needing assistance (e.g., sad, frustrated, help with shoes)

### SOCIAL INTERACTION

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Initiates play interactions with peers

Remains engaged in more complex activities that they have chosen (e.g., centers, outdoor play)

Recognizes and labels some emotions in self and others (e.g., happy, sad, angry)

Begins to take turns when asked (e.g., begins to wait turn for handwashing, shares toys with support)

Follows classroom behavior expectations (e.g., indoor voice, calm body, center management system)

Adjusts behavior to fit the expectations of different situations (e.g., whispering during rest time, running outside, walking to lunch seat)

Seeks a preferred playmate; shows pleasure when seeing a friend

## Wellness

### FINE MOTOR

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Squeezes and manipulates playdough

Uses wrist and finger movements to complete a task (e.g., turns knobs, cuts straight line)

Puts small objects in openings with increasing control

Uses hands and eyes together to complete complex fine motor tasks (e.g., completes puzzles, laces lacing cards, draws, stacks blocks)

Uses safety scissors

### GROSS MOTOR AND BALANCE

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Begins to use flexible body movements with balls or smaller objects (e.g., throws, catches, kicks ball or bean bag)

Begins to sustain balance during simple movement activities (e.g., jumping off of a step, jumping over an object, walks forward along edge)

Begins to engage in more complex body movements, promoting gross muscle development (e.g., jumping jacks, running, galloping, jumping, yoga, pedaling tricycle, stop-and-go movements, stretching)

### HEALTH, SAFETY, AND NUTRITION

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Begins to show awareness for safety rules and the need to follow them (e.g., playground rules, fire drill procedures, sun safety, weather safety, nature safety)

Begins to discuss and explore healthy eating habits (e.g., identifies a variety of foods, sorts foods into healthy and unhealthy groups, identifies favorite foods/beverages)

Begins to discuss and explore ways to keep our bodies healthy (e.g., sleep, exercise, coughs/sneezes in elbow, handwashing procedures)