

Language & Literacy

COMMUNICATION

Uses spatial vocabulary correctly

Appropriately uses newly acquired vocabulary

Follows more detailed multistep directions with visual cues if needed

Uses language that is courteous (e.g., please, thank you, excuse me) and explains why it is appropriate

Makes comments and asks questions related to the topic of discussion

Carries out more complex conversations about high-interest topic

Takes turns speaking in group interactions

Tells about an event using past and future tense

Substitutes initial consonant sounds in simple, one-syllable words to make new words

Dictates stories

Uses adjectives to describe familiar objects, people, places, and events

Knows words can have similar meanings (e.g., big, huge, large)

Finishes an incomplete sentence with an appropriate word

LITERACY

Identifies the correct sequence of events and discusses setting, character, problems, and solutions in a story with supporting details

Attempts to sound out unknown words encountered in text

Begins to read simple sentences

Reads/recognizes sight words

Identifies books as fiction or nonfiction and the information presented as real or pretend

Answers questions about details in a story (e.g., setting, characters, action in a story)

Identifies features of a book (e.g., spine, cover, author, illustrator) and begins to recognize books written by specific authors

Shows an understanding of print concepts (e.g., letters, words, spaces between words, punctuation at the end of the sentence [., ?, !])

Begins to read and recognizes word families (e.g., _at: sat, bat, rat, cat)

Uses environmental print to effectively navigate the classroom environment (e.g., matches familiar spoken words to written labels)

Discusses major events in a story

WRITING

Uses a journal as a way to communicate ideas and thoughts through inventive spelling and drawings

Writes using inventive spelling and drawings to convey a message

Writes all uppercase and lowercase letters of the alphabet



Language & Literacy continued

WRITING continued

Writes numerals 1–100

Writes first and last name in proper case

Holds writing utensil with tripod grip

Copies short words

“Reads” own writing aloud



Mathematical Thinking

NUMBER AND NUMBER SENSE

Counts from 1–100 with prompting and support

Counts by tens to 100

Represents addition and subtraction (0–20) with objects, fingers, verbal explanation, and/or equations

Identifies the + and – sign

Compares two numbers (1–20) when written as numerals (e.g., greater than, less than, similarities, differences)

Recognizes numerals 1–100

GEOMETRY AND RELATIONSHIPS

Uses measurement tools to measure objects and compare them (e.g., ruler, measuring cup, scale)

Describes a five-step procedure in sequential order (e.g., getting dressed, handwashing)

Orders the days of the week and the months of the year with minimal support

Correctly names 2D and 3D shapes regardless of their orientation

Places five or more pictures in sequential order

Puts five objects in a series based on length or weight

PROBLEM-SOLVING AND REASONING

Repeats, extends, and creates simple patterns using concrete objects

Creates and interprets simple graphs (e.g., tally graph, bar graph)

Identifies, matches, and sorts pennies, nickels, dimes, and quarters by their associated value

Explores calculators as a mathematical tool

Describes how he/she solved a problem in his/her own way

Completes 25+ piece puzzles



Scientific Exploration

SCIENCE

Uses simple tools to investigate objects and materials (e.g., magnifying glass, eye dropper, ramps)

Classifies and categorizes objects (e.g., amphibians, reptiles, trees, flowers)

Understands and becomes increasingly aware that living things go through a growth cycle, change, and reproduce

Understands that he/she can have a positive or negative effect on the environment (e.g., litter, recycle, water pollution)

Expresses data in a variety of ways, including illustrations, graphs, and explanations

Displays awareness of natural forces that affect materials (e.g., wind, magnetism, gravity, heat from the sun)

Understands that objects are made from one or more materials (e.g., wood, metal)

DIGITAL INTERACTIONS

Labels and explores different types of technology (e.g., found at school, home, and at different jobs)

Demonstrates appropriate use for various tools and technology (e.g., scale, magnifying glass, thermometer, tape measure, computer)

ENGINEERING

Uses previous knowledge and experiences to plan, test, and redesign solutions to a problem or need



Citizens of the World

SOCIAL STUDIES

Identifies and describes common places in the community (e.g., park, library, local gardens)

Notices that people (e.g., self, siblings, peers) grow and change over time

Understands various jobs and roles in the community (e.g., community helpers, local artists, mechanics)

Recognizes the use of money as a means of exchange for goods and services

Discusses important people throughout history (e.g., local, national, global)

DIVERSITY

Understands all families have unique characteristics

Shows awareness that each person has unique personal characteristics, abilities, and different ways of communicating

Describes and identifies personal characteristics

Learns about another country in the world he/she finds interesting

Explores and recognizes the meaning of various celebrations and traditions (e.g., classroom, local, global)

WORLD LANGUAGES

Understands people communicate in a variety of ways (e.g., facial expressions, gestures, sign language)

Reviews previously acquired Spanish vocabulary

Acquires new Spanish vocabulary

Explores languages spoken throughout the world (e.g., languages spoken in the classroom and beyond)



Creative Expression

MUSIC, MUSICIANS, AND MOVEMENT

Shows increased awareness for musical components and vocabulary (e.g., melody, tempo, rhythm, identifying instruments)

Recites and sings a variety of songs

Understands spatial awareness when moving body expressively (e.g., up, down, forward, backward, zigzag, straight, fast, slow)

Explores sounds and creates music with a variety of instruments

Participates in discussions around different genres of music and dance/movement concepts

Appreciates, listens to, and explores music from different genres from around the world (e.g., bluegrass, folk, classical, jazz, children’s songs)

ART AND ARTISTS

Creates an original piece of art independently (e.g., printing, collaging, tracing, painting, multisensory, 3D art)

Participates in discussions around different forms of visual art and artists

Creates a piece of art inspired by another piece of art or artist discussed

Mixes paints together to make a new color (e.g., primary to create secondary colors)

Draws a complex picture using pencils, markers, crayons, or paint

Draws people or self with six or more body parts

Communicates how his/her art work makes him/her feel and describes how it was created

DRAMATIC PLAY

Engages in pretend play related to the season, interests, or literature

Uses language to identify pretend or fantasy situations (e.g., “Let’s pretend to fly to the sun!” “That can’t really happen!”)

Uses dress-up props or props created to pretend to be characters, animals, or objects



Social-Emotional Learning

SELF-HELP

Attempts to tie shoes

Maintains belongings in cubby or personal space

Follows classroom routines (e.g., cleanup, nap time, and mealtime)

Eats meals/snacks within a predetermined timeframe

Plans and pursues a variety of appropriately challenging tasks (e.g., writes full name in proper case)

Proactively suggests solutions for pragmatic situations (e.g., asks teacher to make a waitlist or checkout list)

SOCIAL INTERACTION

Engages in conversations with adults and peers (e.g., introduces self by name, takes turns in conversation, addresses others by name)

Uses manner words (e.g., please, thank you, excuse me)



Social-Emotional Learning continued

SOCIAL INTERACTION continued

Shows concern toward the feelings of others (e.g., begins to show empathy for others)

Labels emotions in self and others

Utilizes center management system

Initiates sharing opportunities of materials indoors and outdoors

Interacts with others in classroom activities

Respects personal space of peers

Raises hand to speak

Consistently remains engaged in self-directed activities, while ignoring most distractions or interruptions

Begins to maintain attention to a given project/learning experience over time (e.g., hours, days, weeks) and can return to experience after disruptions



Wellness

FINE MOTOR

Cuts out shapes or designs using safety scissors

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

Shapes and manipulates playdough into letters, shapes, and figures

GROSS MOTOR AND BALANCE

Uses full range of motion to manipulate balls or similar objects (e.g., kicks rolling ball, throws ball overhand and underhand with accuracy, maneuvers balls)

Sustains balance during complex movement activities (e.g., hops across playground, hops on one foot and then the other, walks along edge, walks forward, and backward)

Engages in 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

Shows awareness for safety rules and the need to follow them (e.g., playground rules, fire drill procedures, personal identification)

Discusses and explores ways to keep our bodies healthy (e.g., sleep, exercise, coughs/sneezes in elbow, handwashing procedures, sleep habits)

Discusses and explores healthy eating habits (e.g., identifies a variety of foods, sorts foods into healthy and unhealthy groups, identifies favorite foods/beverages)