



## Language & Literacy

### COMMUNICATION

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Dictates stories or simple sentences about objects or illustrations

Knows some opposite words

Explains familiar items, people, and places using descriptive words

Recalls favorite nursery rhymes, poems, and alliterative phrases

Appropriately uses newly acquired vocabulary

Makes comments and asks questions related to the topic of discussion

Carries out a conversation about high-interest topics (e.g., asks and answers questions logically)

Finishes an incomplete sentence with an appropriate word

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

### LITERACY

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Discusses setting and major events in a story

Retells a story, with some detail, including the main characters and the correct sequence of events

Begins to understand print concepts (e.g., letters, words, spaces between words, punctuation at the end of the sentence (., ?, !))

Identifies letters and the letter/sound relationship

Reads/recognizes sight words

Follows words in a book from left to right and page by page, naming and describing what is on each page, and referencing picture cues for support

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

Understands whether information in a story is real or pretend (e.g., fiction and nonfiction)

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

Begins to show awareness of the repetition of sounds in the beginning of words in a phrase or sentence (e.g., he helps hippos)

### WRITING

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

Writes letters of the alphabet (uppercase and lowercase)

Writes numerals 1–40

Writes first and last name in proper case

Copies short words

Begins to use inventive spelling in writing

Holds writing utensil with tripod grip

“Reads” own writing aloud



## Mathematical Thinking

### NUMBER AND NUMBER SENSE

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Recognizes numerals 1–50

Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group

Counts by tens

Counts a total (5 or less) and then recounts when a certain number of items are removed (e.g., concrete subtraction)

Compares two numbers (1-10) when written as numerals (e.g., greater than, less than, similarities, differences)

### GEOMETRY AND RELATIONSHIPS

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

Begins to order the days of the week and months of the year

Identifies and describes 3D shapes (e.g., sphere, cone, pyramid, cube) by name and characteristics

Sorts and identifies categories

Follows simple directions related to spatial vocabulary (e.g., beside, under, next to)

Uses some ordinal numbers (e.g., first, second, last)

### PROBLEM-SOLVING AND REASONING

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Identifies and matches pennies, nickels, dimes, and quarters to their associated value

Completes 25+ piece puzzles

Repeats, extends, and creates simple patterns using concrete objects

Creates and interprets a simple graph (e.g., pictograph, bar graph)

Estimates the length and weight of an object using nonstandard measurement units (e.g., “How many paperclips long is the book?”)

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

Understands when more is added to a group, the quantity increases, and when some is taken away from the group, the quantity decreases



## Scientific Exploration

### SCIENCE

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Identifies, describes, and measures local weather (e.g., graphs daily weather, uses a rain gauge, thermometer)

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

Explores that the physical properties of objects can change (e.g., ice changes to water)

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

Participates in experiments to answer questions/solve problems and makes predictions based on prior knowledge

Explores similarities and differences in different animals and their habitats

## Scientific Exploration continued

### SCIENCE continued

- Understands and becomes increasingly aware that living things go through a growth cycle, change, and reproduce (e.g., plant lifecycle, frog lifecycle, butterfly)
- Describes, classifies, and categorizes living and nonliving things (e.g., insects/spiders, flowers)
- Understands that he/she can have a positive or negative effect on the environment (e.g., littering, recycling, water pollution)
- Uses simple tools to investigate objects and materials

### DIGITAL INTERACTIONS

- Labels and explores different types of technology (e.g., found at school, home, and at different jobs)
- Shows an understanding of different tools and technology that can be used for different purposes (e.g., gather information, design, communication)
- Demonstrates appropriate use for various technology tools (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

- Participates in voting as a way of making choices
- Identifies and describes common places in the community (e.g., park, library, local gardens)
- Begins to determine the relative location of places using terms near/far
- Recognizes the need for different rules in different places
- Discusses important people throughout history (e.g., local, national, global)
- Understands various jobs and roles in the community (e.g., community helpers, local artists, mechanics)

### DIVERSITY

- Explores and recognizes the meaning of various celebrations and traditions (e.g., classroom, local, global)
- 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 (e.g., talks about likes and dislikes, favorite foods, hair color, eye color, age)
- Learns about another country in the world he/she finds interesting

### WORLD LANGUAGES

- Understands people communicate in 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

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

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

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

Explores and creates music with a variety of instruments

Claps hands in rhythm with different types of music

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

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Paints or draws on a vertical surface

Draws people or self with 5–6 body parts

Participates in discussions around different forms of visual art and artists

Creates a piece of art based off the artist discussed

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

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

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

### DRAMATIC PLAY

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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

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Eats meals/snacks within a predetermined time frame

Makes choices within the classroom

Asks for help when needed

Begins to practice tying shoes

Transitions from activities and different environments with some guidance and support (e.g., visual, auditory)

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

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

## Social-Emotional Learning continued

### SOCIAL INTERACTION

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Initiates play with a variety of peers

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

Initiates sharing opportunities of materials indoors and outdoors

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

Plays cooperatively with peers (e.g., takes turns “It’s your turn,” plays simple games)

Demonstrates some control of emotions

Uses words to resolve peer conflict (with support or independently)

Utilizes center management system of the classroom

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

Shows concern toward the feelings of others (e.g., shows concern for others)

Recognizes and labels emotions in self and others

## Wellness

### FINE MOTOR

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

Cuts out shapes or designs using safety scissors

Shapes and manipulates playdough into letters, shapes, and figures

### GROSS MOTOR AND BALANCE

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Sustains balance during simple movement activities (e.g., jumps off of a step, jumps over an object, walks forward along edge)

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

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, catches balls)

### HEALTH, SAFETY, AND NUTRITION

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

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

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