



Language & Literacy

COMMUNICATION

- Shows steady growth in words used and understood (e.g., descriptive words, spatial vocabulary, labeling items)
- Asks simple questions
- Participates in rhyming games
- Follows multistep directions with visual cues if needed
- Begins to answer complex questions (e.g., why, how, where)
- Talks to oneself and others about what he/she is doing, routines followed, and events participated in
- Begins to use words such as “think,” “pretend,” and “remember” to reflect on previous knowledge or experiences

LITERACY

- 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
- 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

- Transitions from holding writing utensil from fist grip to a pronated grip (between thumb and forefinger)
- Makes scribble marks that resemble some letter forms
- “Reads” own writing aloud



Mathematical Thinking

NUMBER AND NUMBER SENSE

- Rote counts from 1–20
- Understands the number concept of 1–5
- Demonstrates understanding of the concept of “more,” “all,” and “none”



Mathematical Thinking continued

GEOMETRY AND RELATIONSHIPS

- Names all primary colors and most secondary colors
- Begins to compare and contrast objects by color, shape, and size
- Identifies and matches objects by colors, shapes, or other objects
- Matches simple 3D shapes to simple 2D shapes
- Sorts objects by color, shape, or size

PROBLEM-SOLVING AND REASONING

- 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
- Understands and uses amount and size words to describe objects (e.g., big/little, fast/slow)
- Identifies and describes differences in size



Scientific Exploration

SCIENCE

- Identifies and explores seasonal changes in nature
- Begins to increase ability in identifying and classifying nonliving and living things
- 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

ENGINEERING

- 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

- Actively participates in keeping the classroom environment clean and organized (e.g., materials, furniture, centers)
- Recognizes and identifies common places in the local community (e.g., school, house, grocery store, gas station)
- Talks about pets in the home
- Explores roles of family members (e.g., mother, father)



Citizens of the World continued

DIVERSITY

Explores animals from around the world

Begins to explore various celebrations and traditions (e.g., family, classroom)

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

WORLD LANGUAGES

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

Identifies sounds in the environment and nature

Sings and acts out familiar songs, fingerplays, or rhymes

Makes music using nonmusical instruments (e.g., spoons, boxes, pans)

Identifies music as fast or slow

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

Begins to show preference for a familiar song

Identifies loud and quiet noises

ART AND ARTISTS

Creates art using basic shapes

Begins to draw some shapes

Creates a painting using two or more colors

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)

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

DRAMATIC PLAY

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

Independently attends to bathroom needs

Expresses needs and wants

Accepts changes in routine with proper preparation

Assists in dressing/undressing

Accepts redirection from adults

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

SOCIAL INTERACTION

Takes turn speaking in conversation

Plays cooperatively 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)

Begins to exercise patience

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

Squeezes and manipulates playdough

Uses safety scissors

Fits objects together and takes them apart

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

GROSS MOTOR AND BALANCE

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)



Wellness continued

HEALTH, SAFETY, AND NUTRITION

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)