

Language & Literacy

COMMUNICATION

- Tells about an event or picture when asked (e.g., begins to use past and future verb tense)
- Knows and vocalizes first and last name
- Begins to identify the sounds of language (e.g., identifies real and nonsense rhyming words, repeats rhyming words)
- Shows steady growth in words used and understood (e.g., spatial and sequential vocabulary)
- Explains familiar items, people, and places using descriptive words
- Follows multistep directions with visual cues if needed
- Communicates messages with expression, tone, and inflection appropriate to the situation (e.g., indoor voice, whispers, outdoor voice)
- With prompting and support, makes comments and answers/asks questions related to the topic of discussion
- Talks to themselves and others about what they are doing, routines they followed, and events they have participated in
- Independently recites familiar songs, chants, or rhymes

LITERACY

- Recognizes first name in print
- Recognizes most letter names
- Recognizes some letter sounds in isolation
- Discusses major events in a story (e.g., answers questions about characters and events, retells story, describes beginning and ending)
- Listens to and discusses storybooks, nonfiction texts, and poetry

WRITING

- Begins to hold writing utensil with tripod grip
- Writes first name
- Writes some numerals
- “Reads” own writing aloud
- Engages in writing behaviors observed in real life (e.g., taking food order, making shopping list)

Mathematical Thinking

NUMBER AND NUMBER SENSE

- Rote counts from 1–50
- Adds two groups of concrete objects by counting the total
- Recognizes and names numbers 1–20 and connects them to counted objects
- Understands sets of 1–10



Mathematical Thinking continued

GEOMETRY AND RELATIONSHIPS

Recalls and names primary and secondary colors

Recalls and names basic shapes (e.g., diamond, heart, oval, star)

Compares and contrasts objects by physical attributes (e.g., color, size, shape, weight)

Visually compares two groups of objects that are unequal in quantity and communicates which has more and less

Names and matches simple 3D shapes (e.g., sphere, cube, pyramid) to simple 2D shapes (e.g., sphere to circle, cube to square)

Sorts objects into categories (e.g., size, shape, color, function)

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

PROBLEM-SOLVING AND REASONING

Completes 10 to 20 piece puzzles

Repeats and extends simple patterns (e.g., ABAB) using concrete objects

Begins to interpret simple graphs (e.g., bar graph)

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

Matches objects that go together (e.g., bat and ball, paint and easel, paintbrush and paint)

Uses drawings and objects to represent mathematical ideas/thinking (e.g., draws lines to represent a big group of people)



Scientific Exploration

SCIENCE

Discusses similarities and differences between daytime and nighttime

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

Explores size, shape, color, and texture of natural items (e.g., leaves, shells, tree bark, rocks, feathers)

Notices changes in materials when they are mixed or manipulated (e.g., freezing, melting, color mixing)

Identifies common forms of weather and current season, and graphs local weather

Begins to understand that living things go through a growth cycle, change, and reproduce (e.g., apple tree/ seeds)

Asks questions about events in order to understand cause and effect (e.g., begins to make predictions)

DIGITAL INTERACTIONS

Understands technology vocabulary (e.g., mouse, keyboard, screen, type, print)

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

Begins to demonstrate appropriate use for various technology tools (e.g., scale, magnifying glass, thermometer, tape measure, computer)



Scientific Exploration continued

ENGINEERING

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



Citizens of the World

SOCIAL STUDIES

Begins to understand today, tomorrow, and yesterday

Identifies common places in the local community (e.g., park, yard, garden, farm, library, grocery store)

Describes the characteristics of familiar places (e.g., “My house is white,” “My dentist’s office has a fish tank and books about teeth”)

DIVERSITY

Begins to understand all families have unique characteristics

Describes and identifies personal characteristics (e.g., talks about likes and dislikes, favorite foods, hair color, eye color, age)

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

Begins to identify and compare personal characteristics, abilities, and different ways of communicating to peers

Demonstrates acceptance of people who are similar and different from oneself

WORLD LANGUAGES

Introduces new Spanish vocabulary

Reviews previously acquired Spanish vocabulary

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



Creative Expression

MUSIC, MUSICIANS, AND MOVEMENT

Begins to explore and create music with a variety of instruments

Begins to identify simple musical instruments by sound (e.g., identifies bells by sound, rain stick by sound, drum by sound)

Moves body expressively to rhythm and pattern of music (e.g., fingerplays, hand motions, claps hands)

Sings familiar songs (e.g., number songs, body part songs)

Begins to show an appreciation for different genres of music (e.g., bluegrass, folk, classical, jazz, children’s songs, multicultural music)

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

Begins to show awareness for musical elements and vocabulary (e.g., melody, tempo, rhythm, identifying instruments)

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



Creative Expression continued

ART AND ARTISTS

- 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)
- Draws or paints on a vertical surface (e.g., fence, classroom wall, easel)
- Begins to discuss how his/her artwork makes him/her feel and describes how the piece was created
- Creates a piece of art based off the art or artist discussed
- Collaborates with peers to create a group art project
- Participates in discussions around different forms of visual art and artists

DRAMATIC PLAY

- Engages in pretend play connected to personal experiences, season, or literature (e.g., familiar routines, events, and people)
- Begins to use language to identify pretend or fantasy situations (e.g., “Let’s pretend to fly to Mars,” “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

- Regularly assumes a classroom helper job
- Cleans up with prompting
- Manages and identifies personal belongings
- Follows bathroom and handwashing procedures
- Dresses self with minimal assistance
- Pays attention to others and imitates how they solve problems, asks for solutions and uses them

SOCIAL INTERACTION

- Remains engaged in chosen center activities
- Begins to manage/verbalize frustration
- Plays cooperatively with peers (e.g., takes turns “It’s your turn,” plays simple games)
- Utilizes center management system
- Begins to regulate own emotions and behaviors (e.g., appropriately calms self when upset, follows behavior expectations with prompting and support)
- Recognizes and labels some emotions in self and others
- Begins to show concern toward the feelings of others



Wellness

FINE MOTOR

Cuts along a line in a continuous motion

Manipulates playdough into shapes or figures (e.g., rolls playdough into different shapes)

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

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

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

Engages 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

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

Discusses and explores healthy eating habits (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)