



## Language & Literacy

### COMMUNICATION

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

Uses spatial vocabulary correctly

Appropriately uses newly acquired vocabulary

Follows more detailed multistep directions with visual cues if needed

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

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

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

### LITERACY

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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

### WRITING

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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

Writes numerals 1–100

Writes first and last name in proper case



## Mathematical Thinking

### NUMBER AND NUMBER SENSE

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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 equations

Identifies the + and – sign



## Mathematical Thinking continued

### GEOMETRY AND RELATIONSHIPS

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Uses and responds appropriately to spatial words related to location, direction, and distance

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

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

### PROBLEM-SOLVING AND REASONING

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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

Solves everyday problems using mathematics (e.g., “How many napkins are needed for each table?”)

Completes 25+ piece puzzles



## Scientific Exploration

### SCIENCE

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Understands and shows awareness of environmental changes (e.g., seasonal changes, weather changes, daytime/nighttime sky)

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)

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

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

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

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

### DIGITAL INTERACTIONS

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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)

### ENGINEERING

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



## Citizens of the World

### SOCIAL STUDIES

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Discusses and recognizes state and national symbols (e.g., flags, Pledge of Allegiance, state bird, state tree, state/national monuments)

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

Demonstrates simple geographic knowledge (e.g., identifies various landforms on maps and globes)

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

### DIVERSITY

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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

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

### WORLD LANGUAGES

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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

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

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

Recites and sings a variety of songs

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

Explores sounds and creates music with a variety of instruments

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



## Creative Expression continued

### ART AND ARTISTS

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- Draws a complex picture using pencils, markers, crayons, or paint
- Colors or paints within a shape
- Draws people or self with six or more body parts
- 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)

### 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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- Attempts to tie shoes
- Asks for help when needed
- Follows classroom routines (e.g., cleanup, nap time, and mealtime)
- Transitions from activities and different environments with some guidance and support (e.g., visual or auditory)
- Eats meals/snacks within a predetermined timeframe
- Proactively suggests solutions for pragmatic situations (e.g., asks teacher to make a waitlist or checkout list)

### SOCIAL INTERACTION

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- 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., begins to show empathy for others)
- Labels emotions in self and others
- Utilizes center management system
- Initiates sharing opportunities of materials indoors and outdoors
- Uses different techniques to manage peer conflict situations
- Interacts with others in classroom activities
- Respects personal space of peers
- Raises hand to speak
- Walks in a line to transition to and from different locations
- Consistently remains engaged in self-directed activities, while ignoring most distractions or interruptions
- Uses manner words (e.g., please, thank you, excuse me)



## 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)

Shapes and manipulates playdough into letters, shapes, and figures

Cuts out shapes or designs using safety scissors

### GROSS MOTOR AND BALANCE

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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

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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 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)