

Language & Literacy

COMMUNICATION

Knows some opposite words

Identifies and uses rhyming words

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)

Follows detailed, multistep directions with visual cues if needed

Finishes an incomplete sentence with an appropriate word

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

LITERACY

Discusses setting and major events in a story

Discusses and compares characters in a story(ies)/book(s)

Recognizes the difference between words, letters, and numerals

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

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)

WRITING

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

Begins to use inventive spelling in writing

Writes numerals 1–50

Copies short words

Writes first and last name in proper case

Mathematical Thinking

NUMBER AND NUMBER SENSE

Recognizes numerals 1–50

Counts items in two groups to obtain a total (e.g., concrete addition)

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



Mathematical Thinking continued

GEOMETRY AND RELATIONSHIPS

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

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

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

Uses nonstandard measurement units (e.g., “The table is 25 bears long”)

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



Scientific Exploration

SCIENCE

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)

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

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

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)

Uses simple tools to investigate objects and materials

Identifies the five senses and the corresponding body part

DIGITAL INTERACTIONS

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

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

Shows an understanding of different tools and technology that can be used for different purposes (e.g., gather information, design, communication)



Scientific Exploration continued

ENGINEERING

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



Citizens of the World

SOCIAL STUDIES

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

Demonstrates simple geographic knowledge (e.g., identifies land and water on a globe or map)

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

Participates in voting as a way of making choices

Creates a simple map (e.g., home, classroom)

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 (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

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

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

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

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

Explores and creates music with a variety of instruments

Claps hands in rhythm with different types of music

Recites and sings a variety of songs

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



Creative Expression continued

ART AND ARTISTS

- Draws a complex picture using pencils, markers, crayons, or paint
- Draws people or self with 5–6 body parts
- Participates in discussions around different forms of visual 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)
- Paints or draws on a vertical surface

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

- 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 INTERACTION

- 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
- Plays cooperatively with peers (e.g., takes turns “It’s your turn,” plays simple games)
- Recognizes and labels emotions in self and others
- 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)



Wellness

FINE MOTOR

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

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

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)