



Language & Literacy

COMMUNICATION

- Shows steady growth in words used and understood (e.g., descriptive words, spatial vocabulary, labeling items)
- Asks simple questions
- Refers to self and others by name (e.g., some peers, teacher, and self)
- Talks to oneself and others about what he/she is doing, routines followed, and events participated in
- Communicates in short sentences that follow the word order of home language
- Begins to use words such as “think,” “pretend,” and “remember” to reflect on previous knowledge or experiences

LITERACY

- Acquires new vocabulary through shared reading experiences
- Answers questions about a story
- Provides words or phrases in familiar stories, songs, or rhymes
- Connects events in story to own life
- Talks about characters and events in a story
- 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)
- Begins to use 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 circular and horizontal marks on paper
- Mimics authentic writing behavior by scribbling (e.g., taking notes, making lists, taking an order)



Mathematical Thinking

NUMBER AND NUMBER SENSE

- Repeats numbers 1–20
- Understands the number concept of two
- Understands the number concept of three



Mathematical Thinking continued

GEOMETRY AND RELATIONSHIPS

Sorts objects by color, shape, or size

Identifies and matches objects by colors, shapes, or other objects

Names all primary colors and most secondary colors

PROBLEM-SOLVING AND REASONING

Completes 3 to 10 piece puzzles

Notices and shows interest in patterns occurring in the environment

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)

Answers simple questions about what comes next in simple, familiar tasks

Explains everyday occurrences using simple reasoning

Participates in learning experiences that explore weight, size, and speed of various objects



Scientific Exploration

SCIENCE

Identifies and explores seasonal changes in nature

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

Notices changes in materials (e.g., size, weight, texture, speed) when they are mixed or manipulated (e.g., water freezing, melting, combining)

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

Knows and recognizes centers in the classroom

Actively participates in keeping the classroom environment clean and organized (e.g., materials, furniture, centers)

Explores common forms of transportation in the community

Explores various jobs of people in the community (e.g., community helpers, mail carrier, grocery store clerk)

Recognizes and identifies common places in the local community (e.g., school, house, grocery store, gas station)

Explores roles of family members (e.g., mother, father)



Citizens of the World continued

DIVERSITY

Explores food from other cultures around the world

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

Talks about family (e.g., family members, traditions, memories, routines, food shared)

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 loud and quiet noises

Sings and acts out familiar songs, fingerplays, or rhymes

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

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

Makes simple musical instruments

Begins to show preference for a familiar song

ART AND ARTISTS

Draws with a circular motion

Draws a picture that begins to resemble student's intention

Uses a paintbrush with increasing control

Creates a painting using two or more colors

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)

Creates art using basic shapes

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

- Verbalizes need to use the bathroom or diaper change
- 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

- Initiates play interactions with peers
- Transitions from active to quiet activities with some guidance and support (e.g., visual and/or auditory)
- Shows varied feelings
- Recognizes and labels some emotions in self and others (e.g., happy, sad, angry)
- Begins to understand personal space
- Follows classroom behavior expectations (e.g., indoor voice, calm body, center management system)
- Seeks a preferred playmate; shows pleasure when seeing a friend

Wellness

FINE MOTOR

- Squeezes and manipulates playdough
- Uses safety scissors
- Uses wrist and finger movements to complete a task (e.g., turns knobs, cuts straight line)
- Begins to use pincer grasp to pick up smaller objects
- 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)

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)