

Language & Literacy

COMMUNICATION

- Tells about an event or picture when asked (e.g., begins to use past and future verb tense)
- Answers questions with prompting and support (e.g., what, when, where, how, if)
- Knows and vocalizes first and last name
- 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 some 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)
- Orients book correctly, turns pages from front to back, and identifies features of a book (e.g., spine, cover)
- Begins to memorize text (e.g., nursery rhymes, chants, songs)
- Listens to and discusses storybooks, nonfiction texts, and poetry

WRITING

- Begins to hold writing utensil with tripod grip
- Begins to write first name
- “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 1–25
- Counts items in a group
- Recognizes and names numbers 1–10 and connects them to counted objects
- Understands sets of 1–5
- Discriminates between numerals and letters in the environment

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



Scientific Exploration

SCIENCE

- Shows awareness that objects can be identified in the sky (e.g., moon, sun, stars, planets)
- 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)
- 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
- Explores sounds and textures in nature
- Identifies and explores living things (e.g., plants, animals, insects)
- Asks questions about events in order to understand cause and effect (e.g., begins to make predictions)
- Explores and describes the way objects can move in space (e.g., push, pull, sink, float, fast, slow)



Scientific Exploration continued

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

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

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)

Begins to notice that people (e.g., self, siblings, and peers) grow and change

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

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

Understands and identifies various jobs in the classroom, school, and local community (e.g., community helpers, local artists, mechanics)

Discusses important people throughout history (e.g., local, national, global)

DIVERSITY

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

Explores traditions and customs of other cultures (e.g., multicultural dances, music)

Learns about another country

Begins to understand all families have unique characteristics

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

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)

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

Uses a glue bottle or glue stick

DRAMATIC PLAY

Engages in pretend play connected to personal experiences, season, or literature (e.g., familiar routines, events, and people)

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

Follows bathroom and handwashing procedures

Dresses self with minimal assistance

Follows nap time and meal routine (e.g., independently prepares nap space, remains seated during meals)

Accepts redirection from adults



Social-Emotional Learning continued

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

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)