



### Language & Literacy

#### COMMUNICATION

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Dictates stories

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

Knows some opposite words

Recalls favorite nursery rhymes, poems, and alliterative phrases

Identifies, uses, and produces rhyming words

Appropriately uses newly acquired vocabulary

Knows words can have similar meanings (e.g., big, huge, large)

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

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

Finishes an incomplete sentence with an appropriate word

#### LITERACY

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Discusses major events in a story

Interprets story situations and predicts outcomes

Shows an understanding of print concepts (e.g., letters, words, spaces between words, punctuation at the end of the sentence [., ?, !])

Identifies the beginning sound of a word

Identifies the ending sound of a word

Matches heard words that have a similar beginning or ending sound

Begins to read and recognizes word families (e.g., \_at: sat, bat, rat, cat)

Begins to read simple sentences

Reads/recognizes sight words

Connects story to own life experiences

Tells how two stories are similar and different

Identifies features of a book (e.g., spine, cover, author, illustrator) and begins to recognize books written by specific authors

Uses environmental print to effectively navigate the classroom environment (e.g., matches familiar spoken words to written labels)

#### 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 numerals 1–100



## Language & Literacy continued

### WRITING continued

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Writes first and last name in proper case

Holds writing utensil with tripod grip

“Reads” own writing aloud

Copies short words



## Mathematical Thinking

### NUMBER AND NUMBER SENSE

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Recognizes numerals 1–100

Counts by tens to 100

Represents addition and subtraction (0–10) with objects, fingers, verbal explanation, and equations

Identifies the + and – sign

Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group

### GEOMETRY AND RELATIONSHIPS

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

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

Describes a five-step procedure in sequential order (e.g., getting dressed, handwashing)

Compares two objects for which has more or less of a feature

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

Places five or more pictures in sequential order

Identifies and explains categories in sorting activities

Puts five objects in a series based on length or weight

### PROBLEM-SOLVING AND REASONING

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Completes 25+ piece puzzles

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?”)



## Scientific Exploration

### SCIENCE

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

Makes connections between water, ice, and steam (e.g., liquid, solid, and gas)

Identifies and explores objects in the sky (e.g., moon, planets, stars)

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

### 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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Notices 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)

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

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.”)

Participates in voting as a way of making choices

Develops an awareness that a person’s vote may change

### 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

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

Describes and identifies personal characteristics

### 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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- Participates in discussions around different genres of music and dance/movement concepts
- 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
- Understands spatial awareness when moving body expressively (e.g., up, down, forward, backward, zigzag, straight, fast, slow)
- Explores sounds and creates music with a variety of instruments

### 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
- 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)

### 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
- Zips, buttons, and snaps clothing independently
- Asks for help when needed
- Takes responsibility for own well-being
- Follows classroom routines (e.g., cleanup, nap time, and mealtime)
- Plans and pursues a variety of appropriately challenging tasks (e.g., writes full name in proper case)
- Pays attention to others and imitates how they solve problems; asks for and uses solutions
- Proactively suggests solutions for pragmatic situations (e.g., asks teacher to make a waitlist or checkout list)



## Social-Emotional Learning continued

### 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)
- Maintains attention within a center for extended periods of time
- Begins to use patience when waiting a turn (e.g., speaking in conversations)
- 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
- Attempts to manage peer conflict situations
- Begins to regulate and calm self when angry or upset
- Adjusts to changes in routine with preparation
- Consistently remains engaged in self-directed activities, while ignoring most distractions or interruptions
- Begins to maintain attention to a given project/learning experience over time (e.g., hours, days, weeks) and can return to experience after disruptions



## 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)
- 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)