

## Language & Literacy

### COMMUNICATION

---

- Dictates stories or simple sentences about objects or illustrations
- Knows some opposite words
- Explains familiar items, people, and places using descriptive words
- Recalls favorite nursery rhymes, poems, and alliterative phrases
- 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

### LITERACY

---

- Discusses setting and major events in a story
- Recognizes uppercase and lowercase letters
- Reads/recognizes sight words
- Recognizes beginning consonant sounds
- Follows words in a book from left to right and page by page, naming and describing what is on each page, and referencing picture cues for support
- 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 letters of the alphabet (uppercase and lowercase)
- Writes numerals 1–20
- Holds writing utensil with tripod grip
- Writes first name in proper case
- “Reads” own writing aloud



## Mathematical Thinking

### NUMBER AND NUMBER SENSE

---

- Recognizes numerals 1–50
- Counts items in two groups to obtain a total (e.g., concrete addition)
- Counts items in two groups to determine which group has more
- Counts by tens
- Explores different ways numbers can be represented (e.g., numerals, dots on a die, tally marks)

### GEOMETRY AND RELATIONSHIPS

---

- Begins to order the days of the week and months of the year
- Identifies and describes 2D shapes (e.g., pentagon, hexagon, octagon) by name and characteristics
- Compares two objects for which has more or less of a feature
- Puts objects in a series based on length
- Puts objects in a series based on weight
- Places three or four pictures in sequential order
- Sorts and identifies categories
- Follows simple directions related to spatial vocabulary (e.g., beside, under, next to)

### PROBLEM-SOLVING AND REASONING

---

- Identifies and matches pennies, nickels, dimes, and quarters to their associated value
- Completes 20+ piece puzzles
- Repeats, extends, and creates simple patterns using concrete objects
- Creates and interprets a simple graph (e.g., pictograph, bar graph)
- Understands when more is added to a group, the quantity increases, and when some is taken away from the group, the quantity decreases
- Uses nonstandard measurement units (e.g., “The table is 25 bears long”)
- Uses measurement tools to measure objects (e.g., ruler, measuring cup, scale)
- Describes how he/she solved a problem in his/her own way



## Scientific Exploration

### SCIENCE

---

- Identifies, describes, and measures local weather (e.g., graphs daily weather, uses a rain gauge, thermometer)
- Identifies and explores objects in the sky (e.g., moon, planets, stars)
- 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
- Explores and describes the way objects can move in space (e.g., push, pull, sink, float)
- Uses simple tools to investigate objects and materials
- Explores similarities and differences in different animals and their habitats



## Scientific Exploration continued

### DIGITAL INTERACTIONS

---

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)

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

### 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

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

Describes the characteristics of familiar places (e.g., “My house is white with a white fence”)

Participates in voting as a way of making choices

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

### DIVERSITY

---

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

Understands all families have unique characteristics

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

Describes and identifies personal characteristics (e.g., talks about likes and dislikes, favorite foods, hair color, eye color, age)

Show awareness that each person has unique personal characteristics, abilities, and different ways of communicating

### 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

---

Recites and sings a variety of songs

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

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

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

Explores and creates music with a variety of instruments

Claps hands in rhythm with different types of music

### ART AND ARTISTS

---

Paints or draws on a vertical surface

Draws people or self with 5–6 body parts

Participates in discussions around different forms of visual art and artists

Creates a piece of art based off the artist discussed

Mixes paints together to make a new color (e.g., primary to create secondary colors)

Paints with an object other than a paintbrush (e.g., ice, toothbrush)

Creates an original piece of art independently (e.g., printing, collaging, tracing, painting, multisensory, 3D art)

### 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

---

Makes choices within the classroom

Asks for help when needed

Zips, buttons, and snaps clothing independently

Maintains belongings in cubby or personal space

Exhibits the ability to meet individual needs (e.g., handwashing, using tissues, bath rooming)

Transitions from activities and different environments with some guidance and support (e.g., visual, auditory)

Pays attention to others and imitates how they solve problems, asks for solutions, and uses them

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-Emotional Learning continued

### 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

Begins to maintain attention on a given project/learning experience over time (e.g., hours, days, weeks) and returns to experience after disruptions

Plays cooperatively with peers (e.g., takes turns “It’s your turn,” plays simple games)

Demonstrates some control of emotions

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)

Demonstrates appropriate response to authority figures

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

### 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)