



Language & Literacy

COMMUNICATION

- Dictates stories or simple sentences about objects or illustrations
- 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
- Retells a story, with some detail, including the main characters and the correct sequence of events
- 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
- Understands whether information in a story is real or pretend (e.g., fiction and nonfiction)
- Uses environmental print to effectively navigate the classroom environment (e.g., matches familiar spoken words to written labels)
- Begins to show awareness of the repetition of sounds in the beginning of words in a phrase or sentence (e.g., he helps hippos)

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 1–30
- Holds writing utensil with tripod grip
- Copies short words



Mathematical Thinking

NUMBER AND NUMBER SENSE

Recognizes numerals 1–50

Counts by tens

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

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 2D shapes (e.g., pentagon, hexagon, octagon) by name and characteristics

Puts objects in a series based on weight

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)

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

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



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

Explores similarities and differences in different animals and their habitats

Explores and describes the way objects can move in space (e.g., push, pull, sink, float)

Uses simple tools to investigate objects and materials



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

Identifies and describes common places in the community (e.g., park, library, local gardens)

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

Recognizes the need for different rules in different places

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

Identifies state and country of residence

DIVERSITY

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

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

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

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

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)

Claps hands in rhythm with different types of music

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

ART AND ARTISTS

Draws a complex picture using pencils, markers, crayons, or paint

Paints or draws on a vertical surface

Draws people or self with 5–6 body parts

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

Asks for help when needed

Zips, buttons, and snaps clothing independently

Begins to practice tying shoes

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)

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)