

## Language & Literacy

### COMMUNICATION

- 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
- Orally spells first name
- 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
- Writes some numerals
- “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 1–30
- Counts items in a group
- Recognizes and names numbers 1–10 and connects them to counted objects
- Understands sets of 1–5



## Mathematical Thinking continued

### GEOMETRY AND RELATIONSHIPS

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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

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Completes 10 to 20 piece puzzles

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

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)



## Scientific Exploration

### SCIENCE

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

Begins to understand the Earth's surface is made up of different materials (e.g., rock, sand, dirt, water) and can describe each property

Explores size, shape, color, and texture of natural items (e.g., leaves, shells, tree bark, rocks, feathers)

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

Identifies animals and animal families that live on a variety of farms (e.g., apiary, flower, dairy, family farm)

Identifies and explores living things (e.g., plants, animals, insects)

Begins to understand that living things go through a growth cycle, change, and reproduce (e.g., apple tree/seeds)

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)

Begins to classify and categorize objects (e.g., fruits/vegetables, insects/plants)



### Scientific Exploration continued

#### DIGITAL INTERACTIONS

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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)

#### ENGINEERING

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Uses previous knowledge and experiences to test solutions to a problem or need



### Citizens of the World

#### SOCIAL STUDIES

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

Understands the need for rules in the home, classroom, school, and community

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

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 understand today, tomorrow, and yesterday

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

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

#### DIVERSITY

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

Learns about another country

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

Begins to identify and compare personal characteristics, abilities, and different ways of communicating to peers

Begins to understand all families have unique characteristics

Demonstrates acceptance of people who are similar and different from oneself

#### WORLD LANGUAGES

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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

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Begins to explore and create music with a variety of instruments

Begins to identify simple musical instruments by sound (e.g., identifies bells by sound, rain stick by sound, drum by sound)

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

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Creates art using shapes and lines

Draws people and self with some body parts (e.g., draws self, family, friends)

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)

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

Participates in discussions around different forms of visual art and artists

### DRAMATIC PLAY

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

Begins to use language to identify pretend or fantasy situations (e.g., "Let's pretend to fly to Mars," "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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Regularly assumes a classroom helper job

Cleans up with prompting

Follows bathroom and handwashing procedures

Dresses self with minimal assistance

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



## Social-Emotional Learning continued

### SOCIAL INTERACTION

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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)

Engages in conversations with adults and peers (e.g., introduces self by name, takes turns in conversation, addresses others by name)

Utilizes center management system

Begins to regulate own emotions and behaviors (e.g., appropriately calms self when upset, follows behavior expectations with prompting and support)

Recognizes and labels some emotions in self and others

Begins to show concern toward the feelings of others



## Wellness

### FINE MOTOR

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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

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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

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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)