



Language & Literacy

COMMUNICATION

Dictates stories or simple sentences about objects or illustrations

Knows some opposite 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

Finishes an incomplete sentence with an appropriate word

LITERACY

Discusses and compares characters in a story(ies)/book(s)

Retells a story, with some detail, including the main characters and the correct sequence of events

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

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 1–20

Holds writing utensil with tripod grip

Copies short words

Writes first and last 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
- Places three or four pictures in sequential order
- 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 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)
- Understands the Earth’s surface is made up of different materials (e.g., rock, sand, dirt, water) and can describe each property
- 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)
- Participates in experiments to answer questions/solve problems and makes predictions based on prior knowledge
- Identifies the five senses and the corresponding body part
- Explores and describes the way objects can move in space (e.g., push, pull, sink, float)
- Understands that he/she can have a positive or negative effect on the environment (e.g., littering, recycling, water pollution)
- 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)

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

Recognizes the need for different rules in different places

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

Begins to determine the relative location of places using terms near/far

Identifies state and country of residence

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

DIVERSITY

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)

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

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

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)

Claps hands in rhythm with different types of music

Explores and creates music with a variety of instruments

ART AND ARTISTS

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

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

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)

Communicates how his/her art work makes him/her feel and describes how it was created

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

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)

Recognizes and labels emotions in self and 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)