



Language & Literacy

COMMUNICATION

- Uses adjectives to describe familiar objects, people, places, and events
- Uses spatial vocabulary correctly
- Appropriately uses newly acquired vocabulary
- Follows more detailed multistep directions with visual cues if needed
- Uses language that is courteous (e.g., please, thank you, excuse me) and explains why it is appropriate
- Makes comments and asks questions related to the topic of discussion
- Carries out more complex conversations about high-interest topic
- Takes turns speaking in group interactions
- Finishes an incomplete sentence with an appropriate word

LITERACY

- Identifies the correct sequence of events and discusses setting, character, problems, and solutions in a story with supporting details
- Identifies letters and the letter/sound relationship
- Attempts to sound out unknown words encountered in text
- Begins to read simple sentences
- Reads/recognizes sight words
- Identifies books as fiction or nonfiction and the information presented as real or pretend
- Answers questions about details in a story (e.g., setting, characters, action in a story)

WRITING

- 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 all uppercase and lowercase letters of the alphabet
- Writes numerals 1–100
- Writes first and last name in proper case
- Holds writing utensil with tripod grip



Mathematical Thinking

NUMBER AND NUMBER SENSE

- Counts from 1–100 with prompting and support
- Counts by tens to 100
- Explores different ways numbers can be represented (e.g., numerals, dots on dice, tally marks)
- Represents addition and subtraction (0–20) with objects, fingers, verbal explanation, and equations



Mathematical Thinking continued

NUMBER AND NUMBER SENSE continued

Identifies the + and – sign

Recognizes numerals 1–100

Compares two numbers (1–20) when written as numerals (e.g., greater than, less than, similarities, differences)

GEOMETRY AND RELATIONSHIPS

Uses some ordinal numbers (e.g., first, second, last)

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

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

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

PROBLEM-SOLVING AND REASONING

Creates and interprets simple graphs (e.g., tally graph, bar graph)

Identifies, matches, and sorts pennies, nickels, dimes, and quarters by their associated value

Describes how he/she solved a problem in his/her own way

Solves everyday problems using mathematics (e.g., “How many napkins are needed for each table?”)

Estimates the length and weight of an object using nonstandard measurement units

Completes 25+ piece puzzles



Scientific Exploration

SCIENCE

Understands the earth’s surface is made up of different materials (e.g., rock, sand, dirt, water) and can describe each property

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)

Displays awareness of natural forces that affect materials (e.g., wind, magnetism, gravity, heat from the sun)

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

Participates in experiments to answer questions/solve problems and make predictions based on prior knowledge

Expresses data in a variety of ways, including illustrations, graphs, and explanations

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)



Scientific Exploration continued

ENGINEERING

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



Citizens of the World

SOCIAL STUDIES

Discusses and recognizes state and national symbols (e.g., flags, Pledge of Allegiance, state bird, state tree, state/national monuments)

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

Demonstrates simple geographic knowledge (e.g., identifies various landforms on maps and globes)

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.”)

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

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

Describes and identifies personal characteristics

WORLD LANGUAGES

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

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

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)



Creative Expression continued

ART AND ARTISTS

- Creates an original piece of art independently (e.g., printing, collaging, tracing, painting, multisensory, 3D art)
- Draws a complex picture using pencils, markers, crayons, or paint
- Mixes paints together to make a new color (e.g., primary to create secondary colors)
- Draws people or self with six or more body parts
- 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

- Attempts to tie shoes
- Follows classroom routines (e.g., cleanup, nap time, and mealtime)
- Transitions from activities and different environments with some guidance and support (e.g., visual or auditory)
- Eats meals/snacks within a predetermined timeframe
- Proactively suggests solutions for pragmatic situations (e.g., asks teacher to make a waitlist or checkout list)

SOCIAL INTERACTION

- 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., begins to show empathy for others)
- Labels emotions in self and others
- Utilizes center management system
- Initiates sharing opportunities of materials indoors and outdoors
- Uses different techniques to manage peer conflict situations
- Interacts with others in classroom activities
- Respects personal space of peers
- Raises hand to speak
- Walks in a line to transition to and from different locations
- 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
- Uses manner words (e.g., please, thank you, excuse me)



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

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

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)