



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)
- Finishes an incomplete sentence with an appropriate word
- Substitutes initial consonant sounds in simple, one-syllable words to make new words

LITERACY

- Discusses setting and major events in a story
- Discusses and compares characters in a story(ies)/book(s)
- 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
- Matches beginning and ending sounds of words
- 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)
- 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
- Writes letters of the alphabet (uppercase and lowercase)
- Writes numerals 1–50
- Writes first and last name in proper case
- Holds writing utensil with tripod grip



Mathematical Thinking

NUMBER AND NUMBER SENSE

Recognizes numerals 1–50

Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group

Counts by tens

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

Explores different ways numbers can be represented (e.g., numerals, dots on a die, tally marks)

Compares two numbers (1-10) when written as numerals (e.g., greater than, less than, similarities, differences)

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 3D shapes (e.g., sphere, cone, pyramid, cube) by name and characteristics

Follows simple directions related to spatial vocabulary (e.g., beside, under, next to)

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

PROBLEM-SOLVING AND REASONING

Identifies and matches pennies, nickels, dimes, and quarters to their associated value

Repeats, extends, and creates simple patterns using concrete objects

Creates and interprets a simple graph (e.g., pictograph, bar graph)

Estimates the length and weight of an object using nonstandard measurement units (e.g., “How many paperclips long is the book?”)

Understands when more is added to a group, the quantity increases, and when some is taken away from the group, the quantity decreases

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

Identifies the five senses and the corresponding body part

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

Identifies state and country of residence

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

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

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

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

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

Claps hands in rhythm with different types of music

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

ART AND ARTISTS

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

Colors within a shape

Draws people or self with 5–6 body parts

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)

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

Eats meals/snacks within a predetermined time frame

Makes choices within the classroom

Asks for help when needed

Begins to practice tying shoes

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

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

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)