



Language & Literacy

COMMUNICATION

Uses adjectives to describe familiar objects, people, places, and events

Uses spatial vocabulary correctly

Recalls favorite nursery rhymes, poems, and alliterative phrases

Identifies, uses, and produces rhyming words

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

Knows some opposite words

LITERACY

Identifies the correct sequence of events and discusses setting, character, problems, and solutions in a story with supporting details

Shows an understanding of print concepts (e.g., letters, words, spaces between words, punctuation at the end of the sentence [., ?, !])

Attempts to sound out unknown words encountered in text

Begins to read simple sentences

Reads/recognizes sight words

Tells how two stories are similar and different

Answers questions about details in a story (e.g., setting, characters, action in a story)

Identifies features of a book (e.g., spine, cover, author, illustrator) and begins to recognize books written by specific authors

Uses environmental print to effectively navigate the classroom environment (e.g., matches familiar spoken words to written labels)

Connects story to own life experiences

Discusses major events 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

Copies short words



Mathematical Thinking

NUMBER AND NUMBER SENSE

Counts from 1–100 with prompting and support

Counts by tens to 100

Represents addition and subtraction (0–15) with objects, fingers, verbal explanation, and equations

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

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)

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

GEOMETRY AND RELATIONSHIPS

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

Uses and responds appropriately to spatial words related to location, direction, and distance

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

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

Correctly names 2D and 3D shapes regardless of their orientation

Identifies and explains categories in sorting activities

PROBLEM-SOLVING AND REASONING

Repeats, extends, and creates simple patterns using concrete objects

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

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

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 and shows awareness of environmental changes (e.g., seasonal changes, weather changes, daytime/nighttime sky)

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)

Classifies and categorizes objects (e.g., amphibians, reptiles, trees, flowers)

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

Understands that he/she can have a positive or negative effect on the environment (e.g., litter, recycle, water pollution)



Scientific Exploration continued

SCIENCE continued

Understands and becomes increasingly aware that living things go through a growth cycle, change, and reproduce

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)

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)

Notices that people (e.g., self, siblings, peers) grow and change over time

Explores different types of farms and what is grown/produced there

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

Recognizes the use of money as a means of exchange for goods and services

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

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)

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

Draws or paints on a vertical surface

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

Participates in discussions around different forms of visual art and artists

Draws people or self with six or more body parts

Creates a piece of art inspired by another piece of art or artist discussed

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

Maintains belongings in cubby or personal space

Follows classroom routines (e.g., cleanup, nap time, and mealtime)

Eats meals/snacks within a predetermined timeframe

Plans and pursues a variety of appropriately challenging tasks (e.g., writes full name in proper case)

Proactively suggests solutions for pragmatic situations (e.g., asks teacher to make a waitlist or checkout list)



Social-Emotional Learning continued

SOCIAL INTERACTION

- Engages in conversations with adults and peers (e.g., introduces self by name, takes turns in conversation, addresses others by name)
- Uses manner words (e.g., please, thank you, excuse me)
- 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
- Attempts to manage peer conflict situations
- Interacts with others in classroom activities
- Respects personal space of peers
- 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



Wellness

FINE MOTOR

- Uses hands and eyes together to complete complex fine motor tasks (e.g., completes puzzles, laces lacing cards, draws, stacks blocks)
- Shapes and manipulates playdough into letters, shapes, and figures
- 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)