



Language & Literacy

COMMUNICATION

Shows steady growth in words used and understood (e.g., descriptive words, spatial vocabulary, labeling items)

Asks simple questions

Refers to self and others by name (e.g., some peers, teacher, and self)

Answers simple questions

Communicates in short sentences that follow the word order of home language

Follows two-step directions with visual cues if needed

LITERACY

Acquires new vocabulary through shared reading experiences

Answers questions about a story

Provides words or phrases in familiar stories, songs, or rhymes

Talks about characters and events in a story

Listens to a 5-minute story with pictures

Retells a familiar story in own words

Begins to engage in reading behaviors independently (e.g., pretends to read a book, retells story using pictures, repeats familiar phrases while looking at a book)

Understands realistic symbols and environmental print within the classroom (e.g., classroom material labels, visual handwashing procedure, cubby labels)

Begins to use pictures to describe and predict stories and information in books

WRITING

Transitions from holding writing utensil from fist grip to a pronated grip (between thumb and forefinger)

Makes circular and horizontal marks on paper

Mimics authentic writing behavior by scribbling (e.g., taking notes, making lists, taking an order)



Mathematical Thinking

NUMBER AND NUMBER SENSE

Repeats numbers 1–20

Understands the number concept of two

GEOMETRY AND RELATIONSHIPS

Begins to name primary colors

Names shapes

Sorts objects by color, shape, or size

Identifies and matches objects by colors, shapes, or other objects



Mathematical Thinking continued

PROBLEM-SOLVING AND REASONING

Completes 3 to 10 piece puzzles

Notices and shows interest in patterns occurring in the environment

Uses picture references and deductive reasoning to determine who is and is not present at school

Understands and uses amount and size words to describe objects (e.g., big/little, fast/slow)

Understands and uses familiar objects for intended purpose

Answers simple questions about what comes next in simple, familiar tasks

Explains everyday occurrences using simple reasoning



Scientific Exploration

SCIENCE

Identifies and explores seasonal changes in nature

Begins to increase ability in identifying and classifying nonliving and living things

Begins to identify local and common forms of weather

Uses simple tools to investigate objects and materials with guidance (e.g., magnifying glass, scoop-and-pour containers)

Begins to discuss similarities and differences between daytime and nighttime

Explores properties of objects (e.g., size, shape, texture)

ENGINEERING

Watches others and is motivated to repurpose common items for various purposes (e.g., uses basket as a hat, uses a rainboot as a planter)



Citizens of the World

SOCIAL STUDIES

Begins to understand classroom routines

Knows and recognizes centers in the classroom

Actively participates in keeping the classroom environment clean and organized (e.g., materials, furniture, centers)

Explores common forms of transportation in the community

Explores various jobs of people in the community (e.g., community helpers, mail carrier, grocery store clerk)

Recognizes and identifies common places in the local community (e.g., school, house, grocery store, gas station)

Talks about pets in the home

Explores roles of family members (e.g., mother, father)



Citizens of the World continued

DIVERSITY

Explores music from other cultures around the world (e.g., multicultural dance, instruments)

Explores food from other cultures around the world

Begins to explore various celebrations and traditions (e.g., family, classroom)

Talks about family (e.g., family members, traditions, memories, routines, food shared)

Talks about self (e.g., favorite foods, hair color, eye color, age, identifies body parts)

WORLD LANGUAGES

Introduces new Spanish vocabulary

Reviews previously acquired Spanish vocabulary

Begins to explore languages spoken throughout the world (e.g., languages spoken in the classroom and beyond)



Creative Expression

MUSIC, MUSICIANS, AND MOVEMENT

Begins to show preference for a familiar song

Claps in rhythm with music

Moves body expressively to music with or without props

Begins to participate in discussions around different genres of music, musicians, and movement concepts

Identifies music as fast or slow

ART AND ARTISTS

Draws with a circular motion

Draws a picture that begins to resemble student's intention

Uses a glue stick

Begins to make prints and collages using various materials

Creates a painting using two or more colors

Begins to participate in discussions around different forms of visual art and artists (e.g., shape art, 3D art, nature art)

Creates art using basic shapes

Paints with an object other than a paintbrush (e.g., flowers, sticks, fingers)

DRAMATIC PLAY

Uses dress-up props or props created to pretend to be characters, animals, or objects (e.g., uses block as a cell phone, clothing, baby dolls)

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



Social-Emotional Learning

SELF-HELP

- Verbalizes need to use the bathroom or diaper change
- Assists in dressing/undressing
- Engages in cleanup routines, including clearing spot after eating
- Eats and drinks independently (e.g., uses spoon, fork, and drinks from open cup)
- Begins to calm self when upset (e.g., separates from parents easily, seeks cozy place in the room for quiet, seeks special item for comfort)
- Accepts redirection from adults
- Seeks support from caregiver when needing assistance (e.g., sad, frustrated, help with shoes)

SOCIAL INTERACTION

- Initiates play interactions with peers
- Says “please” and “thank you”
- Responds to greetings from adults
- Begins to talk about emotions and show empathy toward others
- Recognizes and labels some emotions in self and others (e.g., happy, sad, angry)
- Begins to understand personal space
- Follows classroom behavior expectations (e.g., indoor voice, calm body, center management system)
- Seeks a preferred playmate; shows pleasure when seeing a friend



Wellness

FINE MOTOR

- Uses safety scissors
- Uses wrist and finger movements to complete a task (e.g., turns knobs, cuts straight line)
- Begins to use pincer grasp to pick up smaller objects
- Fits objects together and takes them apart
- 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

- Begins to use flexible body movements with balls or smaller objects (e.g., throws, catches, kicks ball or bean bag)
- Begins to sustain balance during simple movement activities (e.g., jumping off of a step, jumping over an object, walks forward along edge)
- Begins to engage 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

- Begins to show awareness for safety rules and the need to follow them (e.g., playground rules, fire drill procedures, sun safety, weather safety, nature safety)
- Begins to discuss and explore healthy eating habits (e.g., identifies a variety of foods, sorts foods into healthy and unhealthy groups, identifies favorite foods/beverages)
- Begins to discuss and explore ways to keep our bodies healthy (e.g., sleep, exercise, coughs/sneezes in elbow, handwashing procedures)