



Language & Literacy

COMMUNICATION

Recalls favorite nursery rhymes, poems, and alliterative phrases

Identifies and uses rhyming words

Appropriately uses newly acquired vocabulary

Tells about an event using past and future tense

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

LITERACY

Discusses setting and major events in a story

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

Recognizes uppercase letters

Recognizes some lowercase letters

Recognizes the difference between words, letters, and numerals

Recognizes beginning consonant sounds

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

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)

WRITING

Attempts to write to convey ideas and messages

Writes letters of the alphabet (uppercase and lowercase)

Writes numerals 1–20

Holds writing utensil with tripod grip

Writes first name in proper case

Holds paper still with nondominant hand



Mathematical Thinking

NUMBER AND NUMBER SENSE

Recognizes numbers 1–40

Counts items in two groups to obtain a total (e.g., concrete addition)

Counts items in two groups to determine which group has more



Mathematical Thinking continued

NUMBER AND NUMBER SENSE continued

Identifies numbers that follow one another using a calendar or number line

Understands sets of 1–10

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

GEOMETRY AND RELATIONSHIPS

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

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

Puts objects in a series based on weight

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

Completes 20+ piece puzzles

Repeats, extends, and creates simple patterns using concrete objects

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

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

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)

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

Explores similarities and differences in different animals and their habitats

Identifies the five senses and the corresponding body part

Understands and becomes increasingly aware that living things go through a growth cycle, change, and reproduce (e.g., plant lifecycle, frog lifecycle, butterfly)

Describes, classifies, and categorizes living and nonliving things (e.g., insects/spiders, flowers)

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

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



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

Participates in voting as a way of making choices

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

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

Discusses important people throughout history (e.g., local, national, global)

Identifies state and country of residence

Identifies and describes common places in the community (e.g., park, library, local gardens)

Creates a simple map (e.g., home, classroom)

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

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

Explores and creates music with a variety of instruments

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

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

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

Makes choices within the classroom

Asks for help when needed

Separates easily during drop off

Zips, buttons, and snaps clothing independently

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

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

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)

Recognizes and labels emotions in self and others

Demonstrates some control of emotions

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)

Demonstrates appropriate response to authority figures

Shows concern toward the feelings of others (e.g., shows concern for 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)