



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.

LITERACY

Acquires new vocabulary through shared reading experiences

Answers questions about a story

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

Connects events in story to own life

Talks about characters and events in a story

Listens to a 5-minute story with pictures

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)

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



Mathematical Thinking

NUMBER AND NUMBER SENSE

Repeats numbers 1–15

Tells which is one and which is many

Understands the number concept of one

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 familiar objects for intended purpose

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



Scientific Exploration

SCIENCE

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

Identifies and explores seasonal changes in nature

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

Begins to explore and identify animals, animal families, and their habitats

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)

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)

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

DIVERSITY

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

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

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

Explores a variety of musical instruments and their sounds

Identifies loud and quiet noises

Sings and acts out familiar songs, fingerplays, or rhymes

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

Begins to show preference for a familiar song

ART AND ARTISTS

Draws a picture that begins to resemble student's intention

Uses a glue stick

Begins to make prints and collages using various materials

Uses a paintbrush with increasing control

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

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

Creates art using basic shapes

Creates a painting using two or more colors

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

Locates own cubby/personal belongings

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-Emotional Learning continued

SOCIAL INTERACTION

Remains engaged in more complex activities that they have chosen (e.g., centers, outdoor play)

Transitions from active to quiet activities with some guidance and support (e.g., visual and/or auditory)

Says “please” and “thank you”

Responds to greetings from adults

Shows varied feelings

Recognizes and labels some emotions in self and others (e.g., happy, sad, angry)

Follows classroom behavior expectations (e.g., indoor voice, calm body, center management system)



Wellness

FINE MOTOR

Squeezes and manipulates playdough

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

Puts small objects in openings with increasing control

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)