



Language & Literacy

COMMUNICATION

Dictates stories

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

Knows some opposite words

Recalls favorite nursery rhymes, poems, and alliterative phrases

Identifies, uses, and produces rhyming words

Finishes an incomplete sentence with an appropriate word

Tells about an event using past and future tense

Appropriately uses newly acquired vocabulary

Knows words can have similar meanings (e.g., big, huge, large)

Follows more detailed multistep directions with visual cues if needed

Makes comments and asks questions related to the topic of discussion

Carries out more complex conversations about high-interest topic

LITERACY

Discusses major events in a story

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

Interprets story situations and predicts outcomes

Compares how characters are similar in a book

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

Identifies letters and the letter/sound relationship

Identifies the beginning sound of a word

Reads/recognizes sight words

Connects story to own life experiences

Identifies books as fiction or nonfiction and the information presented as real or pretend

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)

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 the letters of the alphabet (uppercase and lowercase)

Copies short words



Language & Literacy continued

WRITING continued

Writes numerals 1–50

Holds paper still with nondominant hand

“Reads” own writing aloud

Holds writing utensil with tripod grip



Mathematical Thinking

NUMBER AND NUMBER SENSE

Recognizes numerals 1–100

Develops the concept of subtraction using five or fewer concrete objects

Represents addition and subtraction (0–10) with objects, fingers, verbal explanation, and equations

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

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 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)

Compares two objects for which has more or less of a feature

Orders the days of the week and the months of the year with minimal support

Identifies and explains categories in sorting activities

Puts five objects in a series based on length or weight

PROBLEM-SOLVING AND REASONING

Completes 25+ piece puzzles

Estimates the length and weight of an object using nonstandard measurement units

Repeats, extends, and creates simple patterns using concrete objects

Describes how he/she solved a problem in his/her own way



Scientific Exploration

SCIENCE

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 the earth’s surface is made up of different materials (e.g., rock, sand, dirt, water) and can describe each property



Scientific Exploration continued

SCIENCE continued

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

Understands that objects are made from one or more materials (e.g., wood, metal)

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

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 tools and technology (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

Discusses and recognizes state and national symbols (e.g., flags, Pledge of Allegiance, state bird, state tree, state/national monuments)

Participates in voting as a way of making choices

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

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

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

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

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

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 people or self with six or more body parts

Participates in discussions around different forms of visual art and artists

DRAMATIC PLAY

Engages in pretend play related to the season, interests, or literature

Uses dress-up props or props created to pretend to be characters, animals, or objects



Social-Emotional Learning

SELF-HELP

Attempts to tie shoes

Zips, buttons, and snaps clothing independently

Asks for help when needed

Learns and follows center management system of the classroom

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

Pays attention to others and imitates how they solve problems; asks for and uses solutions

SOCIAL INTERACTION

Engages in conversations with adults and peers (e.g., introduces self by name, takes turns in conversation, addresses others by name)

Maintains attention within a center for extended periods of time

Begins to use patience when waiting a turn (e.g., speaking in conversations)

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



Social-Emotional Learning continued

SOCIAL INTERACTION continued

Initiates play with a variety of peers

Attempts to manage peer conflict situations

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

Cuts out shapes or designs using safety scissors

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

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)