



## Language & Literacy

### COMMUNICATION

---

- Explains familiar items, people, and places using descriptive words
- 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)

### LITERACY

---

- Discusses setting and major events in a story
- Discusses and compares characters in a story(ies)/book(s)
- Recognizes uppercase letters
- 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
- Identifies features of a book (e.g., spine, cover, author, illustrator) and begins to recognize books written by specific authors
- 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 1–15
- Holds writing utensil with tripod grip
- Writes first name in proper case
- “Reads” own writing aloud
- Holds paper still with nondominant hand



## Mathematical Thinking

### NUMBER AND NUMBER SENSE

---

- Recognizes numerals 1–30
- Counts items in two groups to obtain a total (e.g., concrete addition)
- Identifies numbers that follow one another using a calendar or number line



## Mathematical Thinking continued

### NUMBER AND NUMBER SENSE continued

---

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

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)



## Scientific Exploration

### SCIENCE

---

Identifies, describes, and measures local weather (e.g., graphs daily weather, uses a rain gauge, thermometer)

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

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

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

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 similarities and differences in different animals and their habitats



## 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

---

Identifies state and country of residence

Begins to determine the relative location of places using terms near/far

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

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

Participates in voting as a way of making choices

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

### 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

---

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

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

Explores and creates music with a variety of instruments

Claps hands in rhythm with different types of music

### ART AND ARTISTS

---

Paints or draws on a vertical surface

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)

Paints with an object other than a paintbrush (e.g., ice, toothbrush)

Creates an original piece of art independently (e.g., printing, collaging, tracing, painting, multisensory, 3D art)

### 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

---

Asks for help when needed

Separates easily during drop off

Zips, buttons, and snaps clothing independently

Maintains belongings in cubby or personal space

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



## Social-Emotional Learning continued

### 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

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)

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

---

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)

Sustains balance during simple movement activities (e.g., jumps off of a step, jumps over an objects, walks forward along edge)

### 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)