



Language & Literacy

COMMUNICATION

- Dictates stories
- Uses adjectives to describe familiar objects, people, places, and events
- Knows some opposite words
- 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
- 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 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
- Writes numerals 1–50
- “Reads” own writing aloud
- Holds writing utensil with tripod grip



Mathematical Thinking

NUMBER AND NUMBER SENSE

Recognizes numerals 1–100

Counts by tens to 100

Develops the concept of subtraction using five or fewer concrete objects

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 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

Places five or more pictures in sequential order

Identifies and explains categories in sorting activities

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

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

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

Identifies and explores objects in the sky (e.g., moon, planets, stars)

Uses simple tools to investigate objects and materials (e.g., magnifying glass, eye dropper, ramps)

Displays awareness of natural forces that affect materials (e.g., wind, magnetism, gravity, heat from the sun)

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
- Develops an awareness that a person's vote may change
- 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)
- Describes the characteristics of familiar places (e.g., "My house is white with a white fence," "My dentist's office has a fish tank and books about teeth.")

DIVERSITY

- Explores and recognizes the meaning of various celebrations and traditions (e.g., classroom, local, global)
- Understands all families have unique characteristics
- 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
- Appreciates, listens to, and explores music from different genres from around the world (e.g., bluegrass, folk, classical, jazz, children's songs)
- Participates in discussions around different genres of music and dance/movement concepts
- Understands spatial awareness when moving body expressively (e.g., up, down, forward, backward, zigzag, straight, fast, slow)



Creative Expression continued

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
- Colors or paints within a shape
- Draws people or self with six or more body parts
- Participates in discussions around different forms of visual art and artists
- Draws or paints on a vertical surface
- 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

- Attempts to tie shoes
- Zips, buttons, and snaps clothing independently
- Maintains belongings in cubby or personal space
- Asks for help when needed
- Separates easily during drop off
- Learns and follows center management system of the classroom
- 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
- Initiates play with a variety of peers
- Refers to adults with proper title (e.g., Ms. Smith)
- 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)