



## Language & Literacy

### COMMUNICATION

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Dictates stories or simple sentences about objects or illustrations

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

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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

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

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Attempts to write to convey ideas and messages

Writes letters of the alphabet (uppercase and lowercase)

Writes numerals 1–10

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

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Recognizes numerals 1–20

Counts 1–50

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

Understands sets of 1–10



## Mathematical Thinking continued

### GEOMETRY AND RELATIONSHIPS

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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

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

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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 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

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

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

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

Participates in experiments to answer questions/solve problems and makes predictions based on prior knowledge

Identifies the five senses and the corresponding body part

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

Uses simple tools to investigate objects and materials

### DIGITAL INTERACTIONS

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Labels and explores different types of technology (e.g., found at school, home, and at different jobs)

Demonstrates appropriate use for various technology tools (e.g., scale, magnifying glass, thermometer, tape measure, computer)

Shows an understanding of different tools and technology that can be used for different purposes (e.g., gather information, design, communication)

### ENGINEERING

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Uses previous knowledge and experiences to plan, test, and redesign solutions to a problem or need



## Citizens of the World

### SOCIAL STUDIES

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Participates in voting as a way of making choices

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

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

Recognizes the need for different rules in different places

Describes the characteristics of familiar places (e.g., “My house is white with a white fence”)

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

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

### DIVERSITY

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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

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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

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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

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

## Creative Expression continued

### ART AND ARTISTS

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- 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
- 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

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- 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

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- 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 INTERACTION

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- 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

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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

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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

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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)