Social and Emotional Development

Self Concept THEME	1	2	3	4	5	6	7	8	9
Is aware of where own body is in space and respects personal boundaries.		•					•	•	
Shows self-awareness and can express pride in age appropriate abilities and skills.		•				•	•	•	•
Shows reasonable opinion of his own abilities and limitations.	•	•				•			•
Shows initiative in independent situations and persists in attempting to solve problems.	•			•					

Self-Regulation THEME	1	2	3	4	5	6	7	8	9
Behavior Control									
Follows classroom rules and routines with occasional reminders from teacher.	•	•			•		•	•	•
Takes care of and manages classroom materials.						•			
Regulates his own behavior with occasional reminders or assistance from teacher.			•	•					
Emotional Control									
Begins to understand difference and connection between emotions/feelings and behaviors.	•	•							•
Can communicate basic emotions/feelings.	•	•	•		•				•
Is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.								•	•
Control of Attention									
Sustains attention to personally chosen or routine (teacher-directed) tasks until completed.			•			•	•	•	
Remains focused on engaging group activities for up to 20 minutes at a time.		•	•			•	•	•	

Relationships with Others THEME	1	2	3	4	5	6	7	8	9
Uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.					•				
Assumes various roles and responsibilities as part of a classroom community.	•		•	•		•		•	•
Shows competence in initiating social interactions.				•					•
Increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	•	•	•			•	•	•	•
Initiates problem-solving strategies and seeks adult help when necessary.	•	•			•	•		•	
Demonstrates empathy and caring for others.				•					
Interacts with a variety of playmates and may have preferred friends.	•							•	

Social and Emotional Development *(continued)*

Social Awareness THEME	1	2	3	4	5	6	7	8	9
Demonstrates an understanding that others have perspectives and feelings that are different from her own.	●	●						●	●

Language and Communication

Listening Comprehension THEME	1	2	3	4	5	6	7	8	9
Shows understanding by responding appropriately.	●	●			●	●	●		●
Shows understanding by following two-step oral directions and usually follows three-step directions.		●	●	●	●	●		●	
ELL Shows understanding by following one- to two-step oral directions in English.						●	●		
Shows understanding of the language being spoken by teachers and peers.	●					●		●	●
ELL Shows understanding of the new language being spoken by English-speaking teachers and peers.						●	●	●	

Speaking (Conversation) THEME	1	2	3	4	5	6	7	8	9
Is able to use language for different purposes.		●		●		●	●	●	
Engages in conversations in appropriate ways.	●				●		●	●	●
Provides appropriate information for various situations.		●			●				●
Demonstrates knowledge of verbal conversational rules.		●			●			●	
Demonstrates knowledge of nonverbal conversational rules.			●		●	●			
Matches language to social contexts.			●				●		●

Speech Production THEME	1	2	3	4	5	6	7	8	9
Is understood by both the teacher and other adults in the school.				●			●		
Perceives differences between similar-sounding words.		●			●			●	
Investigates and demonstrates growing understanding of the sounds and intonation of language.			●			●	●	●	●
ELL Investigates and demonstrates growing understanding of the sounds and intonation of the English language.			●				●	●	●

Vocabulary THEME	1	2	3	4	5	6	7	8	9
Uses a wide variety of words to label and describe people, places, things, and actions.	●	●		●	●	●	●	●	●
Demonstrates understanding of terms used in the instructional language of the classroom.				●			●		
Demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.	●	●	●	●	●	●	●	●	●

Language and Communication *(continued)*

Vocabulary THEME	1	2	3	4	5	6	7	8	9
ELL Comprehends up to 1,000 words (ELL child will comprehend many more words than he or she uses).				•	•				
Uses a large speaking vocabulary, adding several new words daily.		•			•			•	
Increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	•		•			•	•	•	
ELL Increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.	•					•	•	•	•

Sentences and Structure THEME	1	2	3	4	5	6	7	8	9
Typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	•	•		•			•		
Uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.				•			•		
Uses sentences with more than one phrase.		•			•			•	•
Combines more than one idea using complex sentences.							•	•	•
Combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.				•		•			
ELL Engages in various forms of nonverbal communication with those who do not speak her native language.		•	•		•				
ELL Uses single words and simple phrases to communicate meaning in social situations.	•		•		•		•		
ELL Attempts to use new vocabulary and grammar in speech.	•			•		•		•	

Emergent Literacy: Reading

Motivation to Read THEME	1	2	3	4	5	6	7	8	9
Engages in pre-reading and reading-related activities.	•	•	•	•	•	•	•	•	•
Self-selects books and other written materials to engage in pre-reading behaviors.	•	•	•		•	•	•		
Recognizes that text has meaning.	•	•	•			•			

Phonological Awareness THEME	1	2	3	4	5	6	7	8	9
Separates a normally spoken four-word sentence into individual words.				•			•		
Combines words to make a compound word.		•		•			•	•	
Deletes a word from a compound word.							•		
Blends syllables into words.		•			•				
Can segment a syllable from a word.		•			•			•	•
Can recognize rhyming words.	•	•			•	•		•	•

Emergent Literacy: Reading *(continued)*

Phonological Awareness THEME	1	2	3	4	5	6	7	8	9
Can produce a word that begins with the same sound as a given pair of words.			•			•			•
Blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support.			•			•			•
Recognizes and blends spoken phonemes into one syllable words with pictorial support.			•			•			•

Alphabet Knowledge THEME	1	2	3	4	5	6	7	8	9
Names at least 20 upper- and at least 20 lower-case letters in the language of instruction.	•	•	•	•	•	•	•	•	•
Recognizes at least 20 distinct letter sounds in the language of instruction.	•	•	•	•	•	•	•	•	•
Produces at least 20 distinct letter sound correspondences in the language of instruction.	•	•	•	•	•	•	•	•	•

Comprehension of Text Read Aloud THEME	1	2	3	4	5	6	7	8	9
Retells or re-enacts a story after it is read aloud.	•	•	•	•	•	•	•	•	•
Uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	•	•	•	•	•	•	•	•	•
Asks and responds to questions relevant to the text read aloud.	•	•	•	•			•	•	
Will make inferences and predictions about text.		•	•			•			•

Print Concepts THEME	1	2	3	4	5	6	7	8	9
Can distinguish between elements of print including letters, words, and pictures.	•	•		•			•	•	
Demonstrates understanding of print directionality including left to right and top to bottom.		•		•	•				
Can identify some conventional features of print that communicate meaning including end punctuation and case.			•			•		•	•

Emergent Literacy: Writing

Motivation to Write	THEME	1	2	3	4	5	6	7	8	9
Intentionally uses marks, letters, or symbols to record language and verbally shares meaning.		•	•		•		•			
Independently writes to communicate his/her ideas for a variety of purposes.				•	•		•	•	•	•
Writing as a Process	THEME	1	2	3	4	5	6	7	8	9
Discusses and contributes ideas for drafts composed in whole/small group writing activities.		•					•	•	•	•
Interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts.			•					•	•	•
Shares and celebrates class-made and individual written products.		•	•				•	•	•	•
Conventions in Writing	THEME	1	2	3	4	5	6	7	8	9
Writes own name (first name or frequent nickname) using legible letters in proper sequence.		•	•	•	•			•	•	•
Moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing.				•		•	•		•	•
Independently uses letters to make words or parts of words.				•		•		•		•
Uses appropriate directionality when writing (top to bottom, left to right).			•		•	•		•	•	•
Begins to experiment with punctuation when writing.								•	•	•

Mathematics

Counting	THEME	1	2	3	4	5	6	7	8	9
Knows that objects, or parts of an object, can be counted.		•	•		•					
Uses words to rote count from 1 to 30.		•			•			•	•	•
Counts 1–10 items, with one count per item.		•	•		•					
Demonstrates that the order of the counting sequence is always the same, regardless of what is counted.		•			•			•		
Counts up to 10 items and demonstrates that the last count indicates how many items were counted.		•			•	•	•		•	•
Demonstrates understanding that when counting, the items can be chosen in any order.		•			•					•
Uses the verbal ordinal terms.			•	•		•				
Verbally identifies, without counting, the number of objects from 1 to 5.			•	•						
Recognizes one-digit numerals, 0–9.		•	•		•		•			

Mathematics (continued)

Adding To/Taking Away — THEME	1	2	3	4	5	6	7	8	9
Uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects.					•	•			•
Uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.						•			•
Uses informal strategies to separate up to 10 items into equal groups.				•	•	•			•

Geometry and Spatial Sense — THEME	1	2	3	4	5	6	7	8	9
Names common shapes.			•		•		•		
Creates shapes.			•		•	•	•		
Demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.).			•	•			•		
Slides, flips, and turns shapes to demonstrate that the shapes remain the same.			•				•		

Measurement — THEME	1	2	3	4	5	6	7	8	9
Recognizes and compares heights or lengths of people or objects.		•				•		•	
Recognizes how much can be placed within an object.						•			
Informally recognizes and compares weights of objects or people.	•							•	
Uses language to describe concepts associated with the passing of time.							•	•	•

Classification and Patterns — THEME	1	2	3	4	5	6	7	8	9
Sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.		•	•			•		•	
Collects data and organizes it in a graphic representation.						•			•
Recognizes and creates patterns.		•	•				•		

Science

Physical Science THEME	1	2	3	4	5	6	7	8	9
Observes, investigates, describes, and discusses properties and characteristics of common objects.	•	•			•		•		
Observes, investigates, describes, and discusses position and motion of objects.					•		•	•	
Uses simple measuring devices to learn about objects.	•					•		•	•
Observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.			•				•		•

Life Sciences THEME	1	2	3	4	5	6	7	8	9
Observes, investigates, describes, and discusses the characteristics of organisms.		•				•		•	
Describes life cycles of organisms.		•				•		•	
Observes, investigates, describes, and discusses the relationship of organisms to their environments.			•	•		•		•	

Earth and Space Science THEME	1	2	3	4	5	6	7	8	9
Observes, investigates, describes, and discusses earth materials, and their properties and uses.		•		•	•	•		•	•
Identifies, observes, and discusses objects in the sky.			•						•
Observes and describes what happens during changes in the earth and sky.			•	•					•
Demonstrates the importance of caring for our environment and our planet.				•	•				

Social Studies

People, Past and Present THEME	1	2	3	4	5	6	7	8	9
Identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences.	•	•					•		
Identifies similarities and differences in characteristics of families.		•		•					
Connects [his] life to events, time, and routines.	•		•				•	•	•

Economic THEME	1	2	3	4	5	6	7	8	9
Demonstrates that all people need food, clothing, and shelter.			•	•		•		•	
Demonstrates understanding of what it means to be a consumer.					•	•			
Discusses the roles and responsibilities of family, school, and community helpers.		•		•	•				

Social Studies *(continued)*

Geography THEME	1	2	3	4	5	6	7	8	9
Identifies and creates common features in the natural environment.		●			●	●	●	●	●
Explores geography tools and resources.					●		●		

Citizenship THEME	1	2	3	4	5	6	7	8	9
Engages in voting as a method for group decision-making.								●	●

Fine Arts

Art THEME	1	2	3	4	5	6	7	8	9
Uses a variety of art materials and activities for sensory experience and exploration.	●	●	●	●	●			●	●
Uses art as a form of creative self-expression and representation.	●			●			●	●	
Demonstrates interest in and shows appreciation for the creative work of others.	●	●			●			●	

Music THEME	1	2	3	4	5	6	7	8	9
Participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	●	●	●	●	●	●	●	●	●
Responds to different musical styles through movement and play.				●		●	●		

Dramatic Expression THEME	1	2	3	4	5	6	7	8	9
Creates or recreates stories, moods, or experiences through dramatic representations.	●	●		●	●	●		●	●

Physical Development

Gross Motor Development THEME	1	2	3	4	5	6	7	8	9
Demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	•	•	•	•		•	•	•	•
Coordinates sequence of movements to perform tasks.		•	•		•		•	•	•

Fine-Motor Development THEME	1	2	3	4	5	6	7	8	9
Shows control of tasks that require small-muscle strength and control.	•	•	•	•	•	•		•	•
Shows increasing control of tasks that require eye-hand coordination.		•		•		•		•	•

Personal Safety and Health THEME	1	2	3	4	5	6	7	8	9
Practices good habits of personal safety.	•			•	•	•			•
Practices good habits of personal health and hygiene.	•			•	•				
Identifies good habits of nutrition and exercise.	•		•	•	•	•			

Technology Applications

Technology and Devices THEME	1	2	3	4	5	6	7	8	9
Opens and navigates through digital learning applications and programs.	•	•	•	•	•	•	•	•	•
Uses, operates, and names a variety of digital tools.	•					•			•
Uses digital learning applications and programs to create digital products and express own ideas.			•		•				
Uses technology to access appropriate information.						•	•	•	
Practices safe behavior while using digital tools and resources.	•		•	•	•		•		•