**Social–Emotional**

* Regulates own emotions and behaviors
  + Manages feelings

Is able to look at a situation differently or delay gratification

* When the block area is full, looks to see what other areas are available
* Scowls, “I didn’t get to paint this morning.” Pauses and adds, “I have an idea. I can paint after snack.”
  + Follows limits and expectations

Manages classroom rules, routines, and transitions with occasional reminders

* Indicates that only four people may play at the water table
* Cleans up when music is played and goes to rest area when lights are dimmed
  + Takes care of own needs appropriately

Takes responsibility for own well-being

* Completes chosen task and akes care of personal belongings
* Waits for turn to go down slide
* Tells why some foods are good for you
* Establishes and sustains positive relationships
  + Forms relationships with adults

Manages with trusted adults as resources and to share mutual interests

* Talks with teacher every day about their pets
* Brings in photos of home garden to share with teacher who also has a garden
  + Responds to emotional cues

Identifies basic emotional reactions of others and their causes accurately

* Says, “She’s happy because her brother is here.” “He’s sad because his toy broke.”
* Matches a picture of a happy face with a child getting a present
  + Interacts with peers

Initiates, joins in, and sustains positive interactions with a small group of two to three children

* + Sees group pretending to ride a bus and says, “Let’s go to the zoo on the bus.”
  + Enters easily into ongoing group play and plays cooperatively
  + Makes friends

Establishes a special friendship with one other child, but the friendship might only last a short while

* + Talks about having friends and what friends do together
* Seeks out particular friend for selected activities on a regular basis
* Participates cooperatively and constructively in group situations
  + Balances needs and rights of self and others

Initiates the sharing of materials in the classroom and outdoors

* + Gives another child the gold marker to use but asks to use it again when the other is done
  + Invites another child to pull the wagon with her
  + Solves social problems

Suggests solutions to social problems

* Says, “You ride around the track one time; then I’ll take a turn.”
* Says, “Let’s make a sign to keep people from kicking our sand castle like we did in the block area.”
* Asks teacher to make a waiting list to use the new toy

MC900352710[1]**Physical**

* Demonstrates traveling skills

Coordinates complex movements in play and games

* Runs smoothly and quickly, changes directions, stops and starts quickly
* Steers wheelchair into small playground spaces
* Jumps and spins
* Moves through obstacle course
* Gallops and skips with ease
* Plays “Follow the Leader,” using a variety of traveling movements
* Demonstrates balancing skills

Sustains balance during complex movement experiences

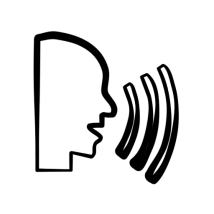
* Hops across the playground
* Hops on one foot and then the other
* Walks across beam or sandbox edge, forward and backwards
* Attempts to jump rope
* Demonstrates gross-motor manipulative skills

Manipulates balls or similar objects with a full range of motion

* Steps forward to throw ball and follows through
* Catches large ball with both hands
* Strikes stationary ball
* Bounces and catches ball
* Kicks moving ball while running
* Demonstrates fine-motor strength and coordination
* Uses fingers and hands

Uses small, precise finger and hand movements

* Uses correct scissors grip
* Attempts to tie shoes
* Pushes specific keys on a keyboard
* Arranges small pegs in pegboard
* Strings small beads
* Cuts out simple pictures and shapes, using other hand to move paper
* Cuts food
* Builds a structure using small LEGO® pieces



**Language**

* Listens to and understands increasingly complex language
* Comprehends language

Responds appropriately to complex statements, questions, vocabulary, and stories

* Answers appropriately when asked, “How do you think the car would move if it had square wheels?”
* Builds on ideas about how to fix the broken wagon
* Acts out the life cycle of a butterfly after the teacher reads a story about it
* Uses language to express thoughts and needs
  + Uses an expanding expressive vocabulary

Incorporates new, less familiar or technical words in everyday conversations

* + Uses a communication device to say, “My bird went to the vet. He has a disease. He’s losing his feathers.”
  + Says, “I’m not sure I can put it together. It’s complicated.”
  + Speaks clearly

Pronounces multisyllabic or unusual words correctly

* Says, “Oh, that one has layers, it’s a *sedimentary* rock.”
* Says, “What does *ostracize* mean?” after hearing the wordread in *Abiyoyo*
  + Uses conventional grammar

Uses long, complex sentences and follows most grammatical rules

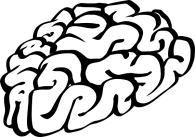
* Says, “We are going to the zoo to see the animals. We’ll learn where they live and what they eat.”
* Notices when sentences do not make sense; tries to correct them
* Uses appropriate conversational and other communication skills
* Engages in conversations

Engages in complex, lengthy conversations (five or more exchanges)

* Offers interesting comments with communication device
* Extends conversation by moving gradually from one topic to a related topic
* Uses social rules of language

Uses acceptable language and social rules during communication with others

* Uses a softer voice when talking with peers in the library and a louder voice on the playground
* Says, “Hello,” back to the museum curator on a trip

**Cognitive**

* Demonstrates positive approaches to learning
  + Attends and engages

Sustains work on age appropriate, interesting tasks; **can ignore most distractions** **and interruptions**

* Makes relevant contributions to group discussion about class pet
  + Persists

Plans and pursues a variety of appropriately challenging tasks

* Keeps looking through all of the magnetic letters for those that are in her name
* Solves problems

Solves problems without having to try every possibility

* Looks at an assortment of pegs and selects the size that will fit in the hole
  + Shows curiosity and motivation

Shows eagerness to learn about a variety of topics and ideas

* Shows interest in learning how the firefighter’s clothes protect him
  + Shows flexibility and inventiveness in thinking

Changes plans if a better idea is thought of or proposed

* Accepts idea to use tape instead of glue to fix the tear
* Remembers and connects experiences
  + Recognizes and recalls

Tells about experiences in order, provides details, and evaluates the experience

* Identifies four objects taken away while playing “What’s Missing?”
* Says, “We went to the baseball game. We sat way up high. We ate peanuts and drank lemonade.
  + Makes connections

Draws on everyday experiences and applies this knowledge to a similar situation

* After hearing *A Chair for My Mother* read aloud says, “My Nana has a chair like the one Rosa has.”
* Divides crayons into “fair share” groups after watching a teacher do it the day before
* Uses classification skills

Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason

* Says, “These buttons are blue, and these are red”; then resorts buttons into big and little
* Points to groups of animals and says, “These are zoo animals and these are farm animals”; then sorts the zoo animals into those with stripes and those without stripes
* Uses symbols and images to represent something not present
  + Thinks symbolically

Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas

* Sees a dump truck outside and plans how to draw it
* Says, “Let’s pretend to be seeds growing like in the book.”
  + Engages in socio-dramatic play

Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes

* Pretends to be the bus driver. Tells the other children, “You can be the passengers. Give me your tickets, and I will give you change.”

**Literacy**

* Demonstrates phonological awareness
  + Notices and discriminates rhyme, decides whether two words rhyme
* “Do *bear* and *chair* rhyme? What about *bear* and *goat*?”
* Notices and discriminates alliteration

Shows awareness that some words begin the same way

* Says, “*Max* and *Maya*…our names start the same!”
* Notices and discriminates smaller and smaller units of sound

Hears and shows awareness of separate syllables in words

* Puts together *foot* and *ball* to say *football.* Claps each syllable of name, *Tri-na*
* Demonstrates knowledge of the alphabet
  + Identifies and names letters. Recognizes as many as 10 letters, especially those in own name
  + Uses letter–sound knowledge. Identifies the sounds of a few letters
* Demonstrates knowledge of print and its uses
  + Uses and appreciates books

Knows some features of a book (title, author, illustrator); connects specific books to authors

* Says, “I want to read this Dr. Suess book today.”
* Says, “Eric Carle wrote this book. He is the author.”
* Uses print concepts

Indicates where to start reading and the direction to follow

* Points to beginning of text on the page when pretending to read and moves finger left to right as she continues down the page
* Comprehends and responds to books and other texts
  + Interacts during read-alouds and book conversations
  + Asks and answers questions about the text; refers to pictures
  + Pretends to read, using language that closely matches the text on each page, using reading-like intonation
  + Retells stories



* + Demonstrates emergent writing skills

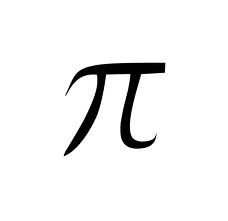
Vicky

* + Writes partially accurate name
  + Writes all the letters of own name, although some may not be sequenced correctly
* Writes all the letters of own name, but some of the letters are not formed or oriented correctly
* Writes to convey meaning

Early invented spelling

* Uses first letter of word to represent whole word
* Writes initial and/or final sounds of a word to represent the whole word

Meir wrote, “Uncle Clay, I love you.”

**Mathematics**

* Uses number concepts and operations
  + Counts

Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting

* Counts to twenty while walking across room
* Counts ten plastic worms and says, “I have ten worms.”
* When asked, “What comes after six?” says, “One, two, three, four, five, six, seven…seven.”
  + **Quantifies**

Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

* Says, “I have eight big buttons, and you have eight little buttons. We have the same.”
* Tosses ten puff balls at the hoop. When three land outside she says, “More went inside.”
* Puts two dominoes together, says, “Five dots,” and counts on “Six, seven, eight. Eight dots all together.”
  + Connects numerals with their quantities

Identifies numerals to *10* by name and connects each to counted objects

* Shouts, “Seven,” and jumps seven times when the teacher holds up the number *7* card
* Says, “I put nine buttons in the *9* box.”
* Explores and describes spatial relationships and shapes
  + Understands spatial relationships

Uses and responds appropriately to positional words indicating location, direction, and distance

* Says, “Look for the surprise *behind* the tree.”
* Moves game piece *backward* when playmate givesdirections
  + Understands shapes

Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation

* Says, “It’s a ball ’cause it rolls.”
* Puts hand in feely box and says, “It has three sides and three points. It’s a triangle.”
* Compares and measures

Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

* Measures by using paper clips, cubes, string, hands, feet or other objects
* Measures block tower with linking cubes and says, “I made mine fifteen cubes high!!”
* Stands on scale while pretending to be in a doctor’s office
* Demonstrates knowledge of patterns

Extends and creates simple repeating patterns

* Makes a repeating movement pattern, e.g., stomp, stomp, clap, clap; stomp, stomp, clap, clap; stomp, stomp, clap, clap; etc.
* When shown pattern of cubes, e.g., red, blue, blue, red; red, blue, blue, red; etc., adds to it correctly

**Science and Technology**

* Uses scientific inquiry skills
* Demonstrates knowledge of the characteristics of living things
* Demonstrates knowledge of the physical properties of objects and materials
* Demonstrates knowledge of Earth’s environment
* Uses tools and other technology to perform tasks

**Social Studies**

* Demonstrates knowledge about self
* Shows basic understanding of people and how they live
* Explores change related to familiar people or places
* Demonstrates simple geographic knowledge

**The Arts**

* Explores the visual arts
* Explores musical concepts and expression
* Explores dance and movement concepts
* Explores drama through actions and language

**English Language Acquisition**

* Demonstrates progress in listening to and understanding English
* Demonstrates progress in speaking English