

Language and Literacy Development

| Categories | Standards | Learning Goals |
|-----------------|---|---|
| Language | Respond to spoken words | <ul style="list-style-type: none"> Follow simple commands Attempt to answer questions Follow 2-step directions |
| | Communicate non-verbally using motions and gestures | <ul style="list-style-type: none"> Use sign language Use physical interaction to communicate wants/needs |
| | Demonstrate oral language skills | <ul style="list-style-type: none"> Begin to ask questions Begin conversations Use 2-3 word sentences Describe objects Repeat Spanish words |
| | Use oral language in social situations | <ul style="list-style-type: none"> Use “please” and “thank you” Repeat key phrases Begin to recall daily events |
| | Use oral language for creativity | <ul style="list-style-type: none"> Use creative language Sing a simple tune Have pretend conversations |
| Reading | Follow what happens in a story | <ul style="list-style-type: none"> Point to pictures in a story Request familiar stories Respond to story with emotions Listen to a brief story Repeat familiar phrases from stories |
| | Demonstrate beginning book awareness | <ul style="list-style-type: none"> Turn pages of a book Point to objects in the book Recognize story by book cover |
| | Build awareness with environmental symbols | <ul style="list-style-type: none"> Recognize symbols Begin to recognize letters of the alphabet |
| | Begin to distinguish the different sounds of language | <ul style="list-style-type: none"> Recognize familiar rhymes Sing simple rhyming songs Follow commands in finger plays |
| Writing | Scribble | <ul style="list-style-type: none"> Make large movements/formations Hold pencil Attempt to stay on paper Begin to make lines and circles |
| | Dictate messages | <ul style="list-style-type: none"> Begin to describe a picture |
| | Express creativity for writing skills | <ul style="list-style-type: none"> Perform simple finger-play Manipulate with fingers |

Cognitive Development

| Categories | Standards | Learning Goals |
|-----------------------|--|--|
| Math | Identify basic shapes | <ul style="list-style-type: none"> • Identify 3 shapes (circle, square, triangle) |
| | Sort and match objects | <ul style="list-style-type: none"> • Sort by 1 characteristic • Sort by size (using nesting) • Match pairs |
| | Build number concepts | <ul style="list-style-type: none"> • Begin to use 1-to-1 correspondence • Build concepts with 1-5 • Recognize numerals 1-5 • Rote count 1-10 |
| | Explore measurement concepts | <ul style="list-style-type: none"> • Begin to use words of measurement for size, weight, length, time |
| | Develop simple problem-solving skills | <ul style="list-style-type: none"> • Complete 3-5 piece puzzle • Locate hidden objects |
| | Explore concepts related to patterning | <ul style="list-style-type: none"> • Recognize simple patterns • Repeat rhythm and beats |
| | Think creatively using mathematical reasoning | <ul style="list-style-type: none"> • Experiment with shapes, sizes |
| Science | Actively explore the environment | <ul style="list-style-type: none"> • Explore cause/effect • Gather information through 5 senses • Explore natural objects • Ask questions about environment • Experiment with tools |
| | Use language to describe the environment | <ul style="list-style-type: none"> • Identify characteristics of natural objects • Identify 9 colors |
| Social Studies | Recognize family roles and relationships | <ul style="list-style-type: none"> • Identify immediate family members • Recognize immediate familial roles • Imitate familial roles |
| | Recognize individual preferences and differences | <ul style="list-style-type: none"> • Begin to recognize physical characteristics of others • Communicate likes and dislikes |
| | Recognize community roles and relationships | <ul style="list-style-type: none"> • Identify community roles (fire, doctor, police, teacher, dentist) • Imitate community and adult roles |
| | Explore concepts of place and location | <ul style="list-style-type: none"> • Use positional words • Navigate through familiar environments |

Social and Emotional Development

| Categories | Standards | Learning Goals |
|------------------------|--|---|
| Relationships | Begin social skills with adults and other children | <ul style="list-style-type: none"> • Begin to take turns • Play in small groups • Work alongside peers • Give hugs • Approach individuals for play |
| | Show feelings of trust and security | <ul style="list-style-type: none"> • Hold hands • Begin to show smooth transitions from home |
| | Demonstrate sensitivity to others | <ul style="list-style-type: none"> • Question emotions of others • Show sensitivity to peers through physical interaction |
| Self-Awareness | Show behavior that reflects child's self-concept | <ul style="list-style-type: none"> • Identify body parts • Make individual choices • Communicate own name, age, gender • Demonstrate independence • Ask for attention and praise |
| Self-Control | Regulate own emotions and behaviors | <ul style="list-style-type: none"> • Show impulse control • Change activities on command • Begin to perform smooth transitions between activities |
| | Follow simple routines and a few rules | <ul style="list-style-type: none"> • Begin to use smooth transitions • Follow a routine • Show comfort with routine |
| Self-Expression | Express creativity through art | <ul style="list-style-type: none"> • Create with art materials |
| | Express creativity through music | <ul style="list-style-type: none"> • Dance to music |
| | Express creativity through dramatic play | <ul style="list-style-type: none"> • Imitate familiar adult roles • Play make-believe • Pretend with concrete objects |

Physical Development

| Categories | Standards | Learning Goals |
|--------------------------|---|--|
| Gross Motor | Demonstrate coordination and balance | <ul style="list-style-type: none"> • Balance on tiptoes • Follow a straight line • Throw a ball toward target |
| | Express creativity through movement | <ul style="list-style-type: none"> • Move to music • Move with a partner • Imitate animal movements |
| | Control body movement | <ul style="list-style-type: none"> • Kick a moving ball • Jump forward • Run with ease • Begin to use pedals • Climb • Catch a rolled ball |
| Fine Motor | Control hands and fingers | <ul style="list-style-type: none"> • Use simple musical instruments • Use simple tools • Screw and unscrew tops |
| | Demonstrate eye-hand coordination | <ul style="list-style-type: none"> • Complete simple puzzles • Manipulate 2 hands simultaneously • Place items inside an object |
| Self-Help Skills | Help with dressing | <ul style="list-style-type: none"> • Practice zipping/unzipping • Put on socks and shoes • Attempt to dress self |
| | Perform routine tasks | <ul style="list-style-type: none"> • Pick up toys • Place items on table for meals • Gather materials for routine activities |
| Health and Safety | Follow simple safety rules | <ul style="list-style-type: none"> • Connect with adults for safety and protection • Follow simple safety rules |
| | Recognize personal health and hygiene needs | <ul style="list-style-type: none"> • Communicate hunger/thirst • Request personal items needed for sleep (pillow, blanket) • Request personal items needed for outdoor play (jacket, shoes) • Communicate bathroom needs • Begin to wash hands independently • Use face tissue • Identify items for diaper changing • Identify foods by mealtimes • Say names of familiar foods |