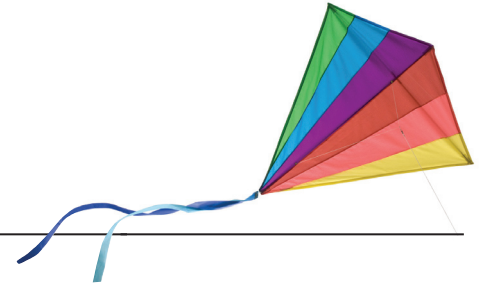




Alignment of



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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
 Birth *Through* Kindergarten

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WITH

**Alignment of the *Teaching Strategies GOLD*® Objectives for Development & Learning: Birth Through Kindergarten  
With  
Colorado Early Learning and Development Guidelines**

This document aligns the content in the *Colorado Early Learning and Development Guidelines* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*® assessment system.

**References**

Colorado Early Learning and Development Guidelines content was obtained from  
<http://www.cde.state.co.us/schoolreadiness/download/pdf/COEarlyLearningDevelopmentGuidelines.pdf>

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*® objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

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| <b>Physical Development and Health</b>  |  |
| <b>4-8 Months</b>   |  |
| <b>1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.</b> |  |
| 1. Use the senses to explore objects and people in the environment.   | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>2. Uses senses to explore the immediate environment |
| <b>2. Gross Motor: The developing ability to move the large muscles.</b>  |  |
| 1. Maintain their posture in a sitting position and shift between sitting and other positions.                                      | 5. Demonstrates balancing skills<br>2. Balances while exploring immediate environment  |
| 2. Demonstrate control of head and neck.  | 5. Demonstrates balancing skills<br>2. Balances while exploring immediate environment  |
| <b>3. Fine Motor: The developing ability to move the small muscles.</b>   |  |
| 1. Easily reach for and grasp things.   | 7. Demonstrates fine-motor strength and coordination<br>7a. Uses fingers and hands<br>2. Reaches for, touches, and holds objects purposefully  |
| 2. Use eyes and hands to explore objects actively.  | 7. Demonstrates fine-motor strength and coordination<br>7a. Uses fingers and hands<br>2. Reaches for, touches, and holds objects purposefully  |
| <b>4. Health: Maintenance of healthy growth and participation in physical activity.</b>   |  |
| 1. Maintain growth.   | Not specifically address in <i>GOLD</i> ®  |
| 2. Engage in physical activity and movement.  | 4. Demonstrates traveling skills<br>2. Moves to explore immediate environment  |
| 3. Develop sleep routines and cycles.   | 23. Demonstrates knowledge of patterns<br>2. Shows interest in simple patterns in everyday life  |

| Social and Emotional Development   |  |
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| Social Development 4-8 Months  |  |
| <b>1. Interaction with Adults: The developing ability to respond to and engage with adults.</b>  |  |
| 1. Purposefully engage in reciprocal interactions and try to influence the behavior of others.   | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>2. Engages in simple back-and-forth exchanges with others |
| 2. Show both interest in and caution toward unfamiliar adults.   | Not specifically address in <i>GOLD</i> ®  |
| <b>2. Interaction with Peers: The developing ability to respond to and engage with other children.</b>   |  |
| 1. Show interest in familiar and unfamiliar peers by staring at another child, exploring another child's face and body, or responding to siblings and older peers. | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>1 emerging to 2. Plays near other children; uses similar materials or actions  |
| <b>3. Relationships with Peers: The development of relationships with certain peers through interactions over time.</b>  |  |
| 1. Show interest in familiar and unfamiliar children.  | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>1 emerging to 2. Plays near other children; uses similar materials or actions  |
| <b>4. Empathy: The developing ability to share in the emotional experiences of others.</b>   |  |
| 1. Demonstrate awareness of others' feelings by reacting to their emotional expressions.   | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>2. Reacts to others' emotional expressions                               |
| <b>5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.</b>                  |  |

Colorado Early Learning and Development Guidelines

Teaching Strategies GOLD® Objectives, Dimensions, and Indicators

|   |   |
|---|---|
| <p>1. Know what to expect from familiar people.</p>                   | <p>2. Establishes and sustains positive relationships<br/>                 2a. Forms relationships with adults<br/>                 2. Demonstrates a secure attachment to one or more adults</p>           |
| <p>2. Understand what to do to get another’s attention.</p>           | <p>10. Uses appropriate conversational and other communication skills<br/>                 10a. Engages in conversations<br/>                 2. Engages in simple back-and-forth exchanges with others</p> |
| <p>3. Engage in back-and-forth interactions with others.</p>          | <p>10. Uses appropriate conversational and other communication skills<br/>                 10a. Engages in conversations<br/>                 2. Engages in simple back-and-forth exchanges with others</p> |
| <p>4. Imitate the simple actions or facial expressions of others.</p> | <p>10. Uses appropriate conversational and other communication skills<br/>                 10a. Engages in conversations<br/>                 2. Engages in simple back-and-forth exchanges with others</p> |

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| <b>Emotional Development 4-8 Months</b>   |  |
| <b>1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.</b>  |  |
| 1. Seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeding proximity, especially when distressed.  | 2. Establishes and sustains positive relationships<br>2a. Forms relationships with adults<br>2. Demonstrates a secure attachment to one or more adults |
| <b>2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.</b>   |  |
| 1. Show clear awareness of being a separate person and of being connected with other people.  | 29. Demonstrates knowledge about self (emerging)   |
| 2. Identify others as both distinct from and connected to themselves.   | 29. Demonstrates knowledge about self (emerging)   |
| <b>3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.</b>   |  |
| 1. Understand that they are able to make things happen.   | 11. Demonstrates positive approaches to learning<br>11b. Persists.<br>2. Repeat actions to obtain similar results.                                     |
| <b>4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.</b>                                   |  |
| 1. Express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear.   | 29. Demonstrates knowledge about self (emerging)   |
| <b>5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.</b>  |  |
| 1. Use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.   | 1. Regulates own emotions and behaviors<br>1a. Manages feelings<br>2. Uses adult support to calm self  |
| <b>6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.</b> |  |
| 1. Act on impulses.   | 11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>2. Reacts to a problem; seeks to achieve a specific goal                   |

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| <b>Language and Literacy Development</b>   |   |
| <b>4-8 Months</b>  |   |
| <b>1. Receptive Language: The developing ability to understand words and increasingly complex utterances.</b>                                    |   |
| 1. Show understanding of a small number of familiar words and react to adult’s overall tone of voice.  | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>2. Responds to changes in an adult’s tone of voice and expression<br><br>8. Listens to and understands increasingly complex language<br>8a. Comprehends language<br>2. Shows an interest in the speech of others            |
| <b>2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.</b>  |   |
| 1. Experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.                         | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>2. Indicates needs and wants; participates as adult attends to needs<br><br>9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>2. Vocalizes and gestures to communicate |
| <b>3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.</b>                                    |   |
| 1. Participate in back-and-forth communication and games.  | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>2. Engages in simple back-and-forth exchanges with others  |
| <b>4. Interest in Print: The developing interest in engaging with print in books and the environment.</b>  |   |
| 1. Explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult. | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>2. Shows interest in books   |

| <b>Cognitive Development</b>   |  |
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| <b>4-8 Months</b>  |  |
| <b>1. Cause-and-Effect: The developing understanding that one event brings about another.</b>  |  |
| 1. Perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.         | 11. Demonstrates positive approaches to learning<br>11b. Persists<br>2. Repeats actions to obtain similar results  |
| <b>2. Spatial Relationships: The developing understanding of how things move and fit in space.</b>   |  |
| 1. Move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>2. Uses senses to explore the immediate environment   |
| <b>3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.</b>                                  |  |
| 1. Imitate simple actions and expressions of others during interactions.   | 11. Demonstrates positive approaches to learning<br>11e. Shows flexibility and inventiveness in thinking<br>Not yet emerging to level 2. Imitates others in using objects in new and/or unanticipated ways |
| <b>4. Number Sense: The developing understanding of number and quantity.</b>   |  |
| 1. Focus on one object or person at a time, yet they may at times hold two objects, one in each hand.  | Not specifically addressed in <i>GOLD</i> ®  |
| <b>5. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.</b> |  |
| 1. Distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them.  | 12. Remembers and connects experiences<br>12a. Recognizes and recalls<br>Not yet emerging to level 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen      |



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| <b>6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.</b> |  |
| 1. Use active exploration to become familiar with objects and actions.   | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>2. Uses senses to explore the immediate environment   |
| 2. Build knowledge of people, action, objects, and ideas through observation.  | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>2. Reacts to others' emotional expressions<br>2c. Establishes and sustains positive relationships<br>2. Plays near other children; uses similar materials or actions |
| <b>7. Routines: The developing ability to understand and participate in personal care and sleep routines.</b>                    |  |
| 1. Is responsive during the steps of personal care routines.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>2. Indicates needs and wants; participates as adult attends to needs   |
| 2. Develops sleep routines and cycles.   | 23. Demonstrates knowledge of patterns<br>2. Shows interest in simple patterns in everyday life  |

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| <b>Approaches to Learning</b>   |   |
| <b>4-8 Months</b>   |   |
| <b>1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.</b>                                       |   |
| 1. Use simple actions to try to solve problems involving objects, their bodies, or other people.  | 11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>2. Reacts to a problem; seeks to achieve a specific goal  |
| <b>2. Memory: The developing ability to store and later retrieve information about past experiences.</b>  |   |
| 1. Recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present. | 12. Remembers and connects experiences<br>12a. Recognizes and recalls<br>Level 1 emerging to 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen |

**3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.**

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| <p>1. Pay attention to different things and people in the environment in specific, distinct ways.</p> | <p>2. Establishes and sustains positive relationships<br/>                 2b. Responds to emotional cues<br/>                     2. Reacts to others’ emotional expressions<br/>                 2c. Establishes and sustains positive relationships<br/>                     2. Plays near other children; uses similar materials or actions</p> |
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**Physical Development and Health 9-18 Months**

**1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.**

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| <p>1. Use the information received from the senses to change the way they interact with the environment.</p> | <p>11. Demonstrates positive approaches to learning<br/>                 11d. Shows curiosity and motivation<br/>                     2. Uses senses to explore the immediate environment.</p> |
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**2. Gross Motor: The developing ability to move the large muscles.**

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| <p>1. Move from one place to another by walking and running with basic control and coordination.</p> | <p>4. Demonstrates traveling skills<br/>                     4. Experiments with different ways of moving</p> |
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**3. Fine Motor: The developing ability to move the small muscles.**

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| <p>1. Hold small objects in one hand and sometimes use both hands together to manipulate objects.</p> | <p>7. Demonstrates fine-motor strength and coordination<br/>                 7a. Uses fingers and hands<br/>                     4. Uses fingers and whole-arm movements to manipulate and explore objects</p> |
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**4. Health: Maintenance of healthy growth and participation in physical activity.**

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| <p>1. Demonstrate the stamina and energy to participate in daily activities.</p> | <p>Not specifically addressed in <i>GOLD</i>®</p> |
| <p>2. Show characteristics of healthy development and maintain growth.</p>       | <p>Not specifically addressed in <i>GOLD</i>®</p> |

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|---|---|
| <b>Social Development 9-18 Months</b>   |   |
| <b>1. Interaction with Adults: The developing ability to respond to and engage with adults.</b>   |   |
| 1. Participate in routines and games that involve complex back-and-forth interaction.   | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>4. Initiates and attends to brief conversations                  |
| 2. Follow the gaze of an adult to an object or person.  | 8. Listens to and understands increasingly complex language<br>8b. Follows directions<br>2. Responds to simple verbal requests accompanied by gestures or tone of voice |
| 3. Check with a familiar adult when uncertain about something or someone.   | 2. Establishes and sustains positive relationships<br>2a. Forms relationships with adults<br>4. Uses trusted adult as a secure base from which to explore the world     |
| <b>2. Interaction with Peers: The developing ability to respond to and engage with other children.</b>  |   |
| 1. Engage in simple back-and-forth interactions with peers for short periods of time.   | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>4. Initiates and attends to brief conversations                  |
| <b>3. Relationships with Peers: The development of relationships with certain peers through interactions over time.</b>   |   |
| 1. Prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children. | 2. Establishes and sustains positive relationships<br>2d. Makes friends<br>4. Plays with one or two preferred playmates   |
| <b>4. Empathy: The developing ability to share in the emotional experiences of others.</b>  |   |
| 1. Change their behavior in response to the feelings of others even though their actions may not always make the other person feel better.                            | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>3 emerging to 4. Demonstrates concern about the feelings of others              |
| 2. Show an increased understanding of the reason for another's distress and may become distressed by the other's distress.  | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>2. React to others' emotional expressions                                       |

**5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.**

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| 1. Know how to get adults to respond in a specific way through gestures, vocalizations, and shared attention.          | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>2. Indicates needs and wants; participates as adult attends to needs                          |
| 2. Use another’s emotional expressions to guide their own responses to unfamiliar events.                              | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>2. React to others’ emotional expressions   |
| 3. Learn more complex behavior through imitation.  | 14. Uses symbols and images to represent something not present<br>14b. Engages in sociodramatic play<br>2. Imitates actions of others during play; uses real objects as props         |
| 4. Engage in more complex social interactions and have developed expectations for a greater number of familiar people. | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>2. Responds appropriately to others’ expressions of wants |

**Emotional Development 9-18 Months**

**1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.**

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| 1. Feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over an extended period of time. | 2. Establishes and sustains positive relationships<br>2a. Forms relationships with adults<br>4. Uses trusted adult as a secure base from which to explore the world |
| 2. When distressed, seek to be physically close to familiar adults.  | 1. Regulates own emotions and behaviors<br>1a. Manages feelings<br>4. Comforts self by seeking out special object or person   |

**2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.**

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| 1. Demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and feelings. | 29. Demonstrates knowledge about self (emerging)<br><br>3. Participates cooperatively and constructively in group situations<br>3b. Solves social problems<br>2. Expresses feelings during a conflict |
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| 2. Demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.                            | 12. Remembers and connects experiences<br>12a. Recognizes and recalls<br>Levels 3 emerging to 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view |
| <b>3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.</b>                                 |  |
| 1. Experiment with different ways of making things happen.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>Level 3 emerging to 4. Explores and investigates ways to make something happen  |
| 2. Persist in trying to do things even when faced with difficulty.  | 11. Demonstrates positive approaches to learning<br>11b. Persists<br>4. Practices an activity many times until successful  |
| 3. Show a sense of satisfaction with what they can do.  | Not specifically addressed in <i>GOLD</i> ®  |
| <b>4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.</b> |  |
| 1. Express emotions in a clear and intentional way.   | 3. Participates cooperatively and constructively in group situations<br>3b. Solves social problems<br>2. Expresses feelings during a conflict  |
| 2. Begin to express some complex emotions, such as pride.   | Not specifically addressed in <i>GOLD</i> ®  |
| <b>5. Emotional Regulation: The developing ability to manage emotional responses, with assistance from others and independently.</b>                        |  |
| 1. Demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort.                                  | 1. Regulates own emotion and behaviors<br>1a. Manages feelings<br>2. Comforts self by seeking out special object or person   |

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| <p>2. Communicate needs and wants through the use of a few words and gestures</p>  | <p>9. Uses language to express thoughts and needs<br/>                 9b. Speaks clearly<br/>                     4. Uses some words and word-like sounds and is understood by most familiar people</p> |
| <p><b>6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.</b></p> |  |
| <p>1. Respond positively to choices and limits set by an adult to help control their behavior.</p>   | <p>1. Regulates own emotions and behaviors<br/>                 1b. Follows limits and expectations<br/>                     4. Accepts redirection from adults</p>                                      |

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|---|---|
| <b>Language and Literacy Development 9-18 Months</b>  |   |
| <b>1. Receptive Language: The developing ability to understand words and increasingly complex utterances.</b>                                   |   |
| 1. Show understanding of one-step requests that have to do with the current situation.  | 8. Listens to and understands increasingly complex language<br>8b. Follows directions<br>2. Responds to simple verbal requests accompanied by gestures or tone of voice                           |
| <b>2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.</b> |   |
| 1. Say a few words and use conventional gestures to tell others about their needs, wants, and interests.  | 9. Uses language to express thoughts and needs<br>9b. Speaks clearly<br>4. Uses some words and word-like sounds and is understood by most familiar people   |
| <b>3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.</b>                                   |   |
| 1. Use conventional gestures and words to communicate meaning in short back-and-forth interactions.   | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>2. Engages in simple back-and-forth exchanges with others                                  |
| 2. Use the basic rules of conversational turn-taking when communicating.  | 10. Uses appropriate conversational and other communication skills<br>10b. Uses social rules of language<br>4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating |
| <b>4. Interest in Print: The developing interest in engaging with print in books and the environment.</b>                                       |   |
| 1. Listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments.                     | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>2. Shows interest in books   |
| 2. Actively notice print in the environment.  | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>Level 1 emerging to level 2. Shows understanding that text is meaningful  |

| <b>Cognitive Development 9-18 Months</b>  |   |
|---|---|
| <b>1. Cause-and-Effect: The developing understanding that one event brings about another.</b>                                   |   |
| 1. Combine simple actions to cause things to happen.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>2. Uses senses to explore the immediate environment  |
| 2. Change the way they interact with objects and people in order to see how it changes the outcome.                             | 11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>2. Reacts to a problem; seeks to achieve a specific goal  |
| <b>2. Spatial Relationships: The developing understanding of how things move and fit in space.</b>                              |   |
| 1. Use trial and error to discover how things move and fit in space.  | 11. Demonstrates positive approaches to learning<br>11b. Persists<br>4. Practices an activity many times until successful   |
| <b>3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.</b> |   |
| 1. Imitate others' actions that have more than one step.  | Not specifically addressed in <i>GOLD</i> ®   |
| 2. Imitate simple actions that they have observed others doing at an earlier time.  | 11. Demonstrates positive approaches to learning<br>11e. Shows flexibility and inventiveness in thinking<br>2. Imitates others in using objects in new and/or unanticipated ways<br><br>14. Uses symbols and images to represent something not present<br>14b. Engages in sociodramatic play<br>2. Imitates actions of others during play; uses real objects as props |
| <b>4. Number Sense: The developing understanding of number and quantity.</b>  |   |
| 1. Demonstrate understanding that there are different amounts of things.  | 20. Uses number concepts and operations<br>20b. Quantifies<br>2. Demonstrates understanding of the concepts of one, two, and more   |



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| <b>5. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.</b> |   |
| 1. Show awareness when objects are in some way connected to each other.  | 22. Compares and measures<br>2. Makes simple comparisons between two objects  |
| 2. Match two objects that are the same, and separate a pile of objects into two groups based on one attribute.   | 13. Uses classification skills<br>2. Matches similar objects  |
| <b>6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.</b>                                 |   |
| 1. Use one object to represent another object.   | 14. Uses symbols and images to represent something not present<br>14b. Engages in sociodramatic play<br>2. Imitates actions of others during play; uses real objects as props   |
| 2. Engage in one or two simple actions of pretend play.  | 14. Uses symbols and images to represent something not present<br>14b. Engages in sociodramatic play<br>2. Imitates actions of others during play; uses real objects as props   |
| <b>7. Routines: The developing ability to understand and participate in personal care and sleep routines.</b>  |   |
| 1. Show awareness of familiar personal care routines and participate in the steps of these routines.   | 23. Demonstrates knowledge of patterns<br>2. Shows interest in simple patterns in everyday life<br><br>1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>2. Indicates needs and wants; participates as adult attends to needs |

| <b>Approaches to Learning</b>  |   |
|--|---|
| <b>9-18 Months</b>   |   |
| <b>1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.</b>                                  |   |
| 1. Physically try out possible solutions before finding one that works.  | 11. Demonstrates positive approaches to learning<br>11b. Persists<br>4. Practices an activity many times until successful   |
| 2. Use objects as tools.   | 28. Uses tools and other technology to perform tasks (emerging)   |
| 3. Watch someone else solve the problem and then apply the same solution.  | 11. Demonstrates positive approaches to learning<br>11e. Shows flexibility and inventiveness in thinking<br>2. Imitates others in using objects in new and/or unanticipated ways  |
| 4. Gesture or vocalize to someone else for help.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>2. Indicates needs and wants; participates as adult attends to needs<br><br>9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>2. Vocalizes and gestures to communicate |
| <b>2. Memory: The developing ability to store and later retrieve information about past experiences.</b>   |   |
| 1. Remember typical actions of people, the location of objects, and steps of routines.   | 12. Remembers and connects experiences<br>12b. Makes connections<br>2. Looks for familiar persons when they are named; relates objects to events  |
| <b>3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.</b> |   |
| 1. Rely on order and predictability in the environment to help organize their thoughts and focus attention.  | 23. Demonstrates knowledge of patterns<br>2. Shows interest in simple patterns in everyday life   |

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| <b>Physical Development and Health 19-36 Months</b>  |   |
| <b>1. Perceptual Development: The developing ability to become aware of the social and physical environment through the senses.</b>                  |   |
| 1. Quickly and easily combine the information received from the senses to inform the way they interact with the environment.                         | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>2. Uses senses to explore the immediate environment  |
| <b>2. Gross Motor: The developing ability to move the large muscles.</b>   |   |
| 1. Move with ease, coordinating movements and performing a variety of movements.   | 4. Demonstrates traveling skills<br>4. Experiments with different ways of moving<br><br>5. Demonstrates balancing skills<br>6. Sustains balance during simple movement experiences<br><br>6. Demonstrates gross-motor manipulative skills<br>5 emerging to 6. Manipulates balls or similar objects with flexible body movements |
| <b>3. Fine Motor: The developing ability to move the small muscles.</b>  |   |
| 1. Coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. | 7. Demonstrates fine-motor strength and coordination<br>7a. Uses fingers and hands<br>6. Uses refined wrist and finger movements  |
| 2. Use one hand to stabilize an object while manipulating it.  | Not specifically addressed in <i>GOLD</i> ®   |

| 4. Health: The maintenance of healthy and age appropriate physical well-being. |   |
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| 1. Participate in physical activity.   | 4. Demonstrates traveling skills<br>4. Experiments with different ways of moving<br><br>5. Demonstrates balancing skills<br>6. Sustains balance during simple movement experiences<br><br>6. Demonstrates gross-motor manipulative skills<br>5 emerging to 6. Manipulates balls or similar objects with flexible body movements |
| 2. Begin to practice health and safety behaviors.                              | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>4. Accepts redirection from adults<br><br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs (hand washing, using materials appropriately, etc.)  |

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| <b>Social and Emotional Development</b>  |  |
| <b>Social Development 19-36 Months</b>   |  |
| <b>1. Interaction with Adults: The developing ability to respond to and engage with adults.</b>                                  |  |
| 1. Interact with adults to solve problems or communicate about experiences or ideas.   | 11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>3 emerging to 4. Observes and imitates how other people solve problems; asks for a solution and uses it  |
| <b>2. Interaction with Peers: The developing ability to respond to and engage with other children.</b>                           |  |
| 1. Engage in simple cooperative play with peers.   | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>2. Responds appropriately to others' expressions of wants<br><br>2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>2. Plays near other children; uses similar materials or actions |
| <b>3. Relationships with Peers: The development of relationships with certain peers through interactions over time.</b>          |  |
| 1. Develop friendships with a small number of children and engage in more complex play with those friends than with other peers. | 2. Establishes and sustains positive relationships<br>2d. Makes friends<br>2. Seeks a preferred playmate; shows pleasure when seeing a friend  |
| <b>4. Empathy: The developing ability to share in the emotional experiences of others.</b>                                       |  |
| 1. Understand that other people have feelings that are different from their own.   | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>4. Demonstrates concern about the feelings of others   |
| 2. Sometimes respond to another's distress in a way that might make that person feel better.                                     | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>4. Demonstrates concern about the feelings of others   |

**5. Social Understanding: The developing understanding of the responses, communication, emotional expressions, and actions of other people.**

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| <p>1. Talk about their own wants and feelings and those of other people.</p> | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     2. Indicates needs and wants; participates as adult attends to needs<br/><br/>                     3. Participates cooperatively and constructively in group situations<br/>                     3a. Balances needs and rights of self and others<br/>                     2. Responds appropriately to others’ expressions of wants</p> |
| <p>2. Describe familiar routines.</p>  | <p>12. Remembers and connects experiences<br/>                     12b. Makes connections<br/>                     4. Remembers the sequence of personal routines and experiences with teacher support</p>  |
| <p>3. Participate in coordinated episodes of pretend play with peers.</p>    | <p>14. Uses symbols and images to represent something not present<br/>                     14b. Engages in sociodramatic play<br/>                     3 emerging to 4. Acts out familiar or imaginary scenarios; may use props to stand for something</p>  |
| <p>4. Interact with adults in more complex ways.</p>                         | <p>2. Establishes and sustains positive relationships<br/>                     2a. Forms relationships with adults<br/>                     5 emerging to 6. Manages separations without distress and engages with trusted adults</p>   |

**Emotional Development 19-36 Months**

**1. Relationships with Adults: The development of close relationships with certain adults who provide consistent nurturance.**

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| <p>1. When exploring the environment, from time to time reconnect, in a variety of ways, with the adult(s) with whom they have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans.</p> | <p>2. Establishes and sustains positive relationships<br/>                     2a. Forms relationships with adults<br/>                     4. Uses trusted adult as a secure base from which to explore the world</p> |
| <p>2. When distressed, may still seek to be physically close to these adults.</p>  | <p>1. Regulates own emotions and behaviors<br/>                     1a. Manages feelings<br/>                     4. Comforts self by seeking out special object or person</p>   |

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| <b>2. Identity of Self in Relation to Others: The developing concept that the child is an individual operating with social relationships.</b>               |  |
| 1. Identify their feelings, needs, and interests.   | 29. Demonstrates knowledge about self  |
| 2. Identify themselves and others as members of one or more groups by referring to categories.  | 29. Demonstrates knowledge about self  |
| <b>3. Recognition of Ability: The developing understanding that the child can take action to influence the environment.</b>                                 |  |
| 1. Show an understanding of their own abilities and may refer to those abilities when describing themselves.  | 29. Demonstrates knowledge about self  |
| <b>4. Expression of Emotion: The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words.</b> |  |
| 1. Express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt.   | Not specifically addressed in <i>GOLD</i> ®  |
| 2. Demonstrate awareness of their feelings by using words to describe feelings to others or acting them out in pretend play.                                | 29. Demonstrates knowledge about self  |
| <b>5. Emotion Regulation: The developing ability to manage emotional responses, with assistance from others and independently.</b>                          |  |
| 1. Anticipate the need for comfort and try to prepare themselves for changes in routine.  | 1. Regulates own emotions and behaviors<br>1a. Manages feelings<br>3 emerging to 4. Comforts self by seeking out special object or person. |

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| <p>2. Have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants.</p>  | <p>1. Regulates own emotions and behaviors<br/>                 1a. Manages feelings<br/>                 4. Comforts self by seeking out special object or person</p>   |
| <p><b>6. Impulse Control: The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules.</b></p> |  |
| <p>1. Sometimes exercise voluntary control over actions and emotional expressions.</p>   | <p>1. Regulates own emotions and behaviors<br/>                 1b. Follows limits and expectations<br/>                 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>1. Regulates own emotions and behaviors<br/>                 1a. Manages feelings<br/>                 5 emerging to 6. Is able to look at a situation differently or delay gratification.</p> |



| <b>Language and Literacy Development 19-36 Months</b>   |   |
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| <b>1. Receptive Language: The developing ability to understand words and increasingly complex utterances.</b>                                   |   |
| 1. Demonstrate understanding of the meaning of others' comments, questions, requests, or stories.   | 8. Listens to and understands increasingly complex language<br>8a. Comprehends language<br>5 emerging to 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories |
| <b>2. Expressive Language: The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances.</b> |   |
| 1. Communicate in a way that is understandable to most adults who speak the same language they do.  | 9. Uses language to express thoughts and needs<br>9b. Speaks clearly<br>4. Uses some words and word-like sounds and is understood by most familiar people   |
| 2. Combine words into simple sentences.   | 9. Uses language to express thoughts and needs<br>9c. Uses conventional grammar<br>4. Uses three- to four-word sentences; may omit some words or use some words incorrectly                             |
| 3. Demonstrate the ability to follow some grammatical rules of the home language.   | 9. Uses language to express thoughts and needs<br>9c. Uses conventional grammar<br>4. Uses three- to four-word sentences; may omit some words or use some words incorrectly                             |
| <b>3. Communication Skills and Knowledge: The developing ability to communicate nonverbally and verbally.</b>                                   |   |
| 1. Engage in back-and-forth conversations that contain a number of turns, with each turn building upon what was said in the previous turn.      | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>4. Initiates and attends to brief conversations  |
| <b>4. Interest in Print: The developing interest in engaging with print in books and the environment.</b>                                       |   |
| 1. Listen, ask questions, or make comments while being read to.   | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>2. Contributes particular language from the book at the appropriate time           |

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| <p>2. Look at books on their own.</p>  | <p>17. Demonstrates knowledge of print and its uses<br/>                     17a. Uses and appreciates books<br/>                         4. Orients book correctly; turns pages from front of the book to the back; recognizes familiar books by their covers</p>  |
| <p>3. Make scribble marks on paper and pretending to read what is written.</p> | <p>14. Uses symbols and images to represent something not present<br/>                     14a. Thinks symbolically<br/>                         3 emerging to 4. Draws or constructs, and then identifies what it is</p> <p>19. Demonstrates emergent writing skills<br/>                     19b. Writes to convey meaning<br/>                         1. Scribbles or marks</p> |

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| <b>Cognitive Development 19-36 Months</b>   |   |
| <b>1. Cause-and-Effect: The developing understanding that one event brings about another.</b>   |   |
| 1. Demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen. | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>4. Explores and investigates ways to make something happen   |
| <b>2. Spatial Relationships: The developing understanding of how things move and fit in space.</b>  |   |
| 1. Predict how things will fit and move in space without having to try out every possible solution.   | 11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>4. Observes and imitates how other people solve problems; asks for a solution and uses it   |
| 2. Show understanding of words used to describe size and locations in space.  | 21. Explores and describes spatial relationships and shapes<br>21a. Understands spatial relationships<br>2. Follows simple directions related to position (in, on, under, up, down)<br>4. Follows simple directions related to proximity (beside, between, next to) |
| <b>3. Imitation: The developing ability to mirror, repeat, and practice the actions of others, either immediately or later.</b>                     |   |
| 1. Reenact multiple steps of others' actions that they have observed at an earlier time.  | 11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>4. Observes and imitates how other people solve problems; asks for a solution and uses it   |

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| <b>4. Number Sense: The developing understanding of number and quantity.</b>   |  |
| 1. Show some understanding that numbers represent how many and demonstrate understanding of words that identify how much.  | 20. Uses number concepts and operations<br>20b. Quantifies<br>2. Demonstrates understanding of the concepts of one, two, and more  |
| <b>5. Classification: The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes.</b> |  |
| 1. Group objects into multiple piles based on one attribute at a time.   | 13. Uses classification skills<br>2. Matches similar objects   |
| 2. Put things that are similar but not identical into one group, even though sometimes these labels are over generalized.  | 13. Uses classification skills<br>2. Matches similar objects   |
| <b>6. Symbolic Play: The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas.</b>                                 |  |
| 1. Engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan.   | 14. Uses symbols and images to represent something not present<br>14b. Engages in sociodramatic play<br>8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days         |
| 2. Sometimes pretend by imagining an object without needing the concrete object present.   | 14. Uses symbols and images to represent something not present<br>14b. Engages in sociodramatic play<br>6. Interacts with two or more children during pretend play, assigning and/or discussion actions; sustains play scenario for up to 10 minutes |
| <b>7. Routines: The developing ability to understand and participate in personal care and sleep routines.</b>  |  |
| 1. Initiate and follow through with some personal care routines.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>4. Seeks to do things for self   |

| <b>Approaches to Learning 19-36 Months</b>   |   |
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| <b>1. Problem Solving: The developing ability to engage in a purposeful effort to reach a goal or figure out how something works.</b>                                  |   |
| 1. Solve some problems without having to physically try out every possible solution and may ask for help when needed.  | 11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>4. Observes and imitates how other people solve problems; asks for a solution and uses it   |
| <b>2. Memory: The developing ability to store and later retrieve information about past experiences.</b>   |   |
| 1. Anticipate the series of steps in familiar activities, events, or routines.   | 12. Remembers and connects experiences<br>12b. Makes connections<br>4. Remembers the sequence of personal routines and experiences with teacher support   |
| 2. Remember characteristics of the environment or people in it.  | 12. Remembers and connects experiences<br>12a. Recognizes and recalls<br>4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view |
| 3. Briefly describe recent past events or act them out.  | 12. Remembers and connects experiences<br>12a. Recognizes and recalls<br>4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view |
| <b>3. Attention Maintenance: The developing ability to attend to people and things while interacting with others and exploring the environment and play materials.</b> |   |
| 1. Sometimes demonstrate ability to pay attention to more than one thing at a time.  | 11. Demonstrates positive approaches to learning<br>11a. Attends and engages<br>3 emerging to 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments    |

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| <b>Ages 3-5 Years</b>   |   |
| <b>Physical Development &amp; Health</b>  |   |
| <b>1. Physical Health Status: The maintenance of healthy and age appropriate physical well-being.</b>                                   |   |
| 1. Possess good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.     | Not specifically addressed in GOLD®   |
| 2. Participate in prevention and management of chronic health conditions and avoid toxins, such as lead.                                | Not specifically addressed in GOLD®   |
| 3. Maintain physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. | Not specifically addressed in GOLD®   |
| 4. Get sufficient rest and exercise to support healthy development.   | Not specifically addressed in GOLD®   |
| <b>2. Health Knowledge &amp; Practice: The understanding of healthy and safe habits and practicing healthy habits.</b>                  |   |
| 1. Complete personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.              | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs   |
| 2. Communicate an understanding of the importance of health and safety routines and rules.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being  |
| 3. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations.                                      | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders                 |
| 4. Distinguish food on a continuum from most healthy to less healthy.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being<br><br>• Tells why some foods are good for you |
| 5. Eat a variety of nutritious foods.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being<br><br>• Tells why some foods are good for you |

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| <p>6. Participate in structured and unstructured physical activities.</p>   | <p>4. Demonstrates traveling skills<br/>         6. Moves purposefully from place to place with control</p> <p>5. Demonstrates balancing skills<br/>         6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills<br/>         6. Manipulates balls or similar objects with flexible body movements</p> |
| <p>7. Recognize the importance of doctor and dentist visits.</p>  | <p>29. Demonstrates knowledge about self</p> <ul style="list-style-type: none"> <li>shows awareness that each person has basic needs that must be met to stay healthy, e.g., food, clothing, shelter</li> </ul>  |
| <p>8. Cooperate during doctor and dentist visits and health and developmental screening.</p>  | <p>29. Demonstrates knowledge about self</p> <ul style="list-style-type: none"> <li>shows awareness that each person has basic needs that must be met to stay healthy, e.g., food, clothing, shelter</li> </ul>  |
| <p><b>3. Gross Motor Skills: The control of large muscles for movement, navigation, and balance.</b></p>  |  |
| <p>1. Develop motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</p>                                      | <p>4. Demonstrates traveling skills<br/>         6. Moves purposefully from place to place with control</p>  |
| <p>2. Develop motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</p>                         | <p>5. Demonstrates balancing skills<br/>         6. Sustains balance during simple movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills<br/>         6. Manipulates balls or similar objects with flexible body movements</p>   |
| <p>3. Understand movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</p> | <p>4. Demonstrates traveling skills<br/>         4. Experiments with different ways of moving.</p>   |

| <b>4. Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</b> |   |
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| 1. Develop hand strength and dexterity.  | 7. Demonstrates fine-motor strength and coordination<br>7a. Uses fingers and hands<br>6. Uses refined wrist and finger movements  |
| 2. Develop eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.                       | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs<br><br>7. Demonstrates fine-motor strength and coordination<br>7a. Uses fingers and hands<br>6. Uses refined wrist and finger movements |
| 3. Manipulate a range of objects, such as blocks or books.   | 7. Demonstrates fine-motor strength and coordination<br>7a. Uses fingers and hands<br>6. Uses refined wrist and finger movements  |
| 4. Manipulate writing, drawing, and art tools.   | 7. Demonstrates fine-motor strength and coordination<br>7b. Uses writing and drawing tools<br>5 emerging to 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end  |



| Social & Emotional Development  |   |
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| <b>1. Social Relationships: The healthy relationships and interactions with adults and peers.</b>       |   |
| 1. Communicate with familiar adults and accept or request guidance.                                     | 2. Establishes and sustains positive relationships<br>2a. Forms relationships with adults<br>7 emerging to 8. Engages with trusted adults as resources and to share mutual interests                          |
| 2. Cooperate with others.   | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors |
| 3. Develop friendships with peers.  | 2. Establishes and sustains positive relationships<br>2d. Makes friends<br>5 emerging to 6. Establishes a special friendship with one other child, but the friendship might only last a short while           |
| 4. Establish secure relationships with adults.  | 2. Establishes and sustains positive relationships<br>2a. Forms relationships with adults<br>8. Engages with trusted adults as resources and to share mutual interests  |
| 5. Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors |
| 6. Resolve conflict with peers alone and/or with adult intervention as appropriate.                     | 3. Participates cooperatively and constructively in group situations<br>3b. Solves social problems<br>5 emerging to 6. Suggests solutions to social problems  |
| 7. Recognize and labels others' emotions.   | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>6. Identifies basic emotional reactions of others and their causes accurately   |
| 8. Express empathy and sympathy to peers.   | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>4. Demonstrates concern about the feelings of others  |

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| 9. Recognize how actions affect others and accepts consequences of one’s actions.  | Not specifically addressed in GOLD®   |
| <b>2. Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</b> |   |
| 1. Identify personal characteristics, preferences, thoughts, and feelings.   | 29. Demonstrates knowledge about self   |
| 2. Demonstrate age-appropriate independence in a range of activities, routines, and tasks.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs   |
| 3. Show confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs   |
| 4. Demonstrate age-appropriate independence in decision making regarding activities and materials.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>6. Demonstrates confidence in meeting own needs<br><br>• stays involved in activity of choice |
| <b>3. Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.</b>  |   |
| 1. Recognize and label emotions.   | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>6. Describes and tells the use of many familiar items                                |
| 2. Handle impulses and behavior with minimal direction from adults.  | 1. Regulates own emotions and behaviors<br>1a. Manages feelings<br>6. Is able to look at a situation differently or delay gratification   |
| 3. Follow simple rules, routines, and directions.  | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders                     |
| 4. Shift attention between tasks and move through transitions with minimal direction from adults.  | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders                     |

| <b>4. Emotional and Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</b> |  |
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| 1. Express a range of emotions appropriately, such as excitement, happiness, sadness, and fear.   | 1. Regulates own emotions and behaviors<br>1a. Manages feelings<br>7 emerging to 8. Controls strong emotions in an appropriate manner most of the time |
| 2. Refrain from disruptive, aggressive, angry, or defiant behaviors.  | 1. Regulates own emotions and behaviors<br>1a. Manages feelings<br>7 emerging to 8. Controls strong emotions in an appropriate manner most of the time |
| 3. Adapt to new environments with appropriate emotions and behaviors.   | 1. Regulates own emotions and behaviors<br>1a. Manages feelings<br>7 emerging to 8. Controls strong emotions in an appropriate manner most of the time |

| English Language Development   |   |
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| <b>1. Receptive English Language Skills: The ability to comprehend or understand the English language.</b>   |   |
| 1. Participate with movement and gestures while other children and the teachers dance and sing in English.   | 37. Demonstrates progress in listening to and understanding English<br>2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English  |
| 2. Acknowledge or respond nonverbally to common words or phrases, such as “hello,” “good bye,” “snack time,” “bathroom,” when accompanied by adult gestures.         | 37. Demonstrates progress in listening to and understanding English<br>4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids   |
| 3. Point to body parts when asked, “Where is your nose, hand, leg...?”   | 29. Demonstrates knowledge about self<br><br>37. Demonstrates progress in listening to and understanding English<br>6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids  |
| 4. Comprehend and respond to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?” | 37. Demonstrates progress in listening to and understanding English<br>8. Understands increasingly complex English phrases used by adults and children<br><br>38. Demonstrates progress in speaking English<br>8. Uses increasingly complex grammar in English; makes some mistakes typical of young children   |
| 5. Follow multi-step directions in English with minimal cues or assistance.  | 8. Listens to and understands increasingly complex language<br>8b. Follows directions<br>8. Follows detailed, instructional, multistep directions<br><br>37. Demonstrates progress in listening to and understanding English<br>8. Understands increasingly complex English phrases used by adults and children |

| <b>2. Expressive English Language Skills: The ability to speak or use English.</b>  |  |
|---|--|
| 1. Repeat word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.                   | 38. Demonstrates progress in speaking English<br>2. Repeats sounds and words in English, sometimes very quietly  |
| 2. Request items in English, such as “car,” “milk,” “book,” “ball.”   | 38. Demonstrates progress in speaking English<br>4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea |
| 3. Use one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”  | 38. Demonstrates progress in speaking English<br>4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea |
| 4. Use increasingly complex and varied English vocabulary.  | 38. Demonstrates progress in speaking English<br>6. Develops multiword phrases by using socially interactive English terms; adds new words to the phrase                       |
| 5. Construct sentences, such as “The apple is round,” or “I see a fire truck with lights on.”   | 38. Demonstrates progress in speaking English<br>8. Uses increasingly complex grammar in English; makes some mistakes typical of young children                                |
| <b>3. Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.</b> |  |
| 1. Demonstrate eagerness to participate in songs, rhymes, and stories in English.   | 38. Demonstrates progress in speaking English<br>6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase                    |
| 2. Point to pictures and says the word in English, such as “frog,” “baby,” “run.”   | 38. Demonstrates progress in speaking English<br>4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea |
| 3. Learn part of a song or poem in English and repeat it.   | 38. Demonstrates progress in speaking English<br>2. Repeats sounds and words in English, sometimes very quietly  |
| 4. Talk with peers or adults about a story read in English.   | 38. Demonstrates progress in speaking English<br>6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase                    |
| 5. Tell a story in English with a beginning, middle, and end from a book or about a personal experience.                                  | 38. Demonstrates progress in speaking English<br>8. Uses increasingly complex grammar in English; makes some mistakes typical of young children                                |

| Language Development   |  |
|--|--|
| <b>1. Receptive Language: The ability to comprehend or understand language.</b>            |  |
| 1. Attend to language during conversations, songs, stories, or other learning experiences. | 8. Listens to and understands increasingly complex language<br>8a. Comprehends language<br>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories      |
| 2. Comprehend increasingly complex and varied vocabulary.                                  | 8. Listens to and understands increasingly complex language<br>8a. Comprehends language<br>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories      |
| 3. Comprehend different forms of language, such as questions or exclamations.              | 8. Listens to and understands increasingly complex language<br>8a. Comprehends language<br>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories      |
| 4. Comprehend different grammatical structures or rules for using language.                | 8. Listens to and understands increasingly complex language<br>8a. Comprehends language<br>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories      |
| <b>2. Expressive Language: The ability to use language.</b>                                |  |
| 1. Engage in communication and conversation with others.                                   | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>6. Engages in conversations of at least three exchanges                                 |
| 2. Use language to express ideas and needs.  | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>6. Describes and tells the use of many familiar items   |
| 3. Use increasingly complex and varied vocabulary.   | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations |

|   |  |
|---|--|
| <p>4. Use different forms of language.</p>                                | <p>9. Uses language to express thoughts and needs<br/>           9a. Uses an expanding expressive vocabulary<br/>               7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations</p>    |
| <p>5. Use different grammatical structures for a variety of purposes.</p> | <p>9. Uses language to express thoughts and needs<br/>           9c. Uses conventional grammar<br/>               7 emerging to 8. Uses long, complex sentences and follows most grammatical rules</p>                               |
| <p>6. Engage in storytelling.</p>   | <p>9. Uses language to express thoughts and needs<br/>           9d. Tells about another time or place<br/>               6. Tells stories about other times and places that have a logical order and that include major details</p> |
| <p>7. Engage in conversations with peers and adults.</p>                  | <p>10. Uses appropriate conversational and other communication skills<br/>           10a. Engages in conversations<br/>               7 emerging to 8. Engages in complex, lengthy conversations (five or more exchanges)</p>        |

| Literacy Knowledge & Skills  |   |
|--|---|
| <b>1. Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</b> |   |
| 1. Show interest in shared reading experiences and looking at books independently.   | 18. Comprehends and responds to books and other texts<br>18b. Uses emergent reading skills<br>6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation                   |
| 2. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.  | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>5 emerging to 6. Knows some features of a book (title, author, illustrator); connects specific books to authors                              |
| 3. Ask and answer questions and make comments about print materials.   | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| 4. Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.  | 17. Demonstrates knowledge of print and its uses<br>17 a. Demonstrates knowledge of print and its uses<br>8. Uses various types of books for their intended purposes.   |
| 5. Retell stories or information from books through conversation, artistic works, creative movement, or drama.   | 18. Comprehends and responds to books and other texts<br>18c. Retells stories<br>4. Retells familiar stories, using pictures or props as prompts  |
| 6. Make predictions based on illustrations or portions of story or text.   | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>4. Asks and answers questions about the text; refers to pictures   |



| <b>2. Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.</b>   |   |
|--|---|
| 1. Identify and discriminate between words in language.  | 15. Demonstrates phonological awareness<br>15c. Notices and discriminates smaller and smaller units of sound<br>2. Hears and shows awareness of separate words in sentences |
| 2. Identify and discriminate between separate syllables in words.  | 15. Demonstrates phonological awareness<br>15c. Notices and discriminates smaller and smaller units of sound<br>4. Hears and shows awareness of separate syllables in words |
| 3. Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. | 15. Demonstrates phonological awareness<br>15b. Notices and discriminates alliteration<br>5 emerging to 6. Matches beginning sounds of some words                           |
| 4. Recognize patterns of sounds in songs, storytelling, and poetry.  | 23. Demonstrates knowledge of patterns<br>4. Copies simple repeating patterns   |
| <b>3. Alphabet Knowledge: The names and sounds associated with letters.</b>  |   |
| 1. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.  | 16. Demonstrates knowledge of the alphabet<br>16a. Identifies and names letters<br>4. Recognizes and names as many as 10 letters, especially those in own name              |
| 2. Recognize that letters of the alphabet have distinct sound(s) associated with them.   | 16. Demonstrates knowledge of the alphabet<br>16b. Uses letter–sound knowledge<br>2. Identifies the sounds of a few letters   |
| 3. Attend to the beginning letters and sounds in familiar words.   | 15. Demonstrates phonological awareness<br>15b. Notices and discriminates alliteration<br>5 emerging to 6. Matches beginning sounds of some words                           |
| 4. Identify letters and associate correct sounds with letters.   | 16. Demonstrates knowledge of the alphabet<br>16b. Uses letter–sound knowledge<br>4. Produces the correct sounds for 10-20 letters  |

| <b>4. Print Concepts and Conventions: The concepts about print and early decoding (identifying letter-sound relationships).</b>  |  |
|--|--|
| 1. Recognize print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.  | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>2. Shows understanding that text is meaningful and can be read   |
| 2. Understand that print conveys meaning.  | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>2. Shows understanding that text is meaningful and can be read   |
| 3. Understand conventions, such as print moves from left to right and top to bottom of a page.   | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>4. Indicates where to start reading and the direction to follow  |
| 4. Recognize words as a unit of print and understand that letters are grouped to form words.   | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation              |
| 5. Recognize the association between spoken or signed and written words.   | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation              |
| <b>5. Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</b> |  |
| 1. Experiment with writing tools and materials.  | 7. Demonstrates fine-motor strength and coordination<br>7b. Uses writing and drawing tools<br>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end |
| 2. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.                        | 19. Demonstrates emergent writing skills<br>19b. Writes to convey meaning<br>4. Letter strings   |

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| <p>3. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.</p> | <p>14. Uses symbols and images to represent something not present<br/>                     14a. Thinks symbolically<br/>                     6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>19. Demonstrates emergent writing skills<br/>                     19b. Writes to convey meaning<br/>                     4. Letter strings</p> |
| <p>4. Copy, trace, or independently write letters or words.</p>  | <p>19. Demonstrates emergent writing skills<br/>                     19b. Writes to convey meaning<br/>                     4. Letter strings</p>   |
| <p>5. Dictate ideas to an adult.</p>   | <p>14. Uses symbols and images to represent something not present<br/>                     14a. Thinks symbolically<br/>                     6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>   |
| <p>6. Identify information that is relevant.</p>   | <p>Not specifically addressed in GOLD®</p>  |

| <b>Logic &amp; Reasoning</b>   |   |
|--|---|
| <b>1. Reasoning and Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</b> |   |
| 1. Seek multiple solutions to a question, task, or problem.  | 11. Demonstrates positive approaches to learning<br>11e. Shows flexibility and inventiveness in thinking<br>8. Thinks through possible long-term solutions and takes on more abstract challenges.   |
| 2. Recognize cause and effect relationships.   | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>4. Explores and investigates ways to make something happen   |
| 3. Classify, compare, and contrast objects, events, and experiences.   | 13. Uses classification skills<br>6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason   |
| 4. Use past knowledge to build new knowledge.  | 12. Remembers and connects experiences<br>12b. Makes connections<br>6. Draws on everyday experiences and applies this knowledge to a similar situation  |
| 5. Know that problems can be identified and possible solutions can be created.   | 11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>6. Solves problems without having to try every possibility  |
| <b>2. Symbolic Representation: The use of symbols or objects to represent something else.</b>  |   |
| 1. Represent people, places, or things through drawings, movement, and three-dimensional objects.  | 14. Uses symbols and images to represent something not present<br>14a. Thinks symbolically<br>6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  |
| 2. Engage in pretend play and act out roles.   | 14. Uses symbols and images to represent something not present<br>14b. Engages in sociodramatic play<br>6. 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 |

| <b>Mathematics Knowledge &amp; Skills</b>   |   |
|---|---|
| <b>1. Number Concepts and Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).</b>          |   |
| 1. Recognize numbers and quantities in the everyday environment.  | 20. Uses number concepts and operations<br>20c. Connects numerals with their quantities<br>6. Identifies numerals to 10 by name and connects each to counted objects  |
| 2. Recite numbers in the correct order and understand that numbers come “before” or “after” one another.  | 20. Uses number concepts and operations<br>20a. Counts<br>6. 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       |
| 3. Associate quantities and the names of numbers with written numerals.   | 20. Uses number concepts and operations<br>20c. Connects numerals with their quantities<br>6. Identifies numerals to 10 by name and connects each to counted objects  |
| 4. Use one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.   | 20. Uses number concepts and operations<br>20b. Quantifies<br>4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts                |
| 5. Use the number name of the last object counted to represent the number of objects in the set.  | 20. Uses number concepts and operations<br>20a. Counts<br>6. 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       |
| <b>2. Number Relationships and Operations: The use of numbers to describe relationships and solve problems.</b>   |   |
| 1. Use a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describe the comparison with terms, such as more, less, greater than, fewer, or equal to. | 20. Uses number concepts and operations<br>20b. Quantifies<br>6. 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 |

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| <p>2. Recognize that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</p> | <p>20. Uses number concepts and operations<br/>                 20b. Quantifies<br/>                 6. 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</p>           |
| <p>3. Identify the new number created when numbers are combined or separated.</p>  | <p>20. Uses number concepts and operations<br/>                 20b. Uses number concepts and operations<br/>                 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p> |
| <p><b>3. Geometry and Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.</b></p>    |  |
| <p>1. Recognize and name common shapes, their parts, and attributes.</p>   | <p>21. Explores and describes spatial relationships and shapes<br/>                 21b. Understands shapes<br/>                 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>     |
| <p>2. Combine and separates shapes to make other shapes.</p>   | <p>21. Explores and describes spatial relationships and shapes<br/>                 21b. Understands shapes<br/>                 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p> |
| <p>3. Compare objects in size and shape.</p>   | <p>22. Compares and measures<br/>                 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers</p>  |
| <p>4. Understand directionality, order, and position of objects, such as up, down, in front, behind.</p>                                   | <p>21. Explores and describes spatial relationships and shapes<br/>                 21a. Understands spatial relationships<br/>                 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>                                |

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| <b>4. Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</b> |   |
| 1. Sort, classify, and serialize (put in a pattern) objects using attributes, such as color, shape, or size.                                      | 22. Compares and measures<br>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers        |
| 2. Recognize, duplicate, and extend simple patterns.  | 23. Demonstrates knowledge of patterns<br>6. Extends and creates simple repeating patterns  |
| 3. Create patterns through the repetition of a unit.  | 23. Demonstrates knowledge of patterns<br>6. Extends and creates simple repeating patterns  |
| <b>5. Measurement and Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.</b>  |   |
| 1. Compare objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier).  | 22. Compares and measures<br>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools  |
| 2. Order objects by size or length.   | 22. Compares and measures<br>8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth   |
| 3. Uses nonstandard and standard techniques and tools to measure and compare.   | 22. Compares and measures<br>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools  |
| 4. Describe the order of common events.   | 22. Compares and measures<br>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; <b>knows usual sequence of basic daily events</b> and a few ordinal numbers |
| 5. Sequence a simple set of activities or events.   | 22. Compares and measures<br>4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; <b>knows usual sequence of basic daily events</b> and a few ordinal numbers |

| Science Knowledge & Skills   |  |
|--|--|
| <b>1. Scientific Skills and Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</b> |  |
| 1. Use senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.                      | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas<br><br>24. Uses scientific inquiry skills<br><br>28. Uses tools and other technology to perform tasks                           |
| 2. Observe and discuss common properties, differences, and comparisons among objects.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas<br><br>24. Uses scientific inquiry skills<br><br>26. Demonstrates knowledge of the physical properties of objects and materials |
| 3. Participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.                               | 24. Uses scientific inquiry skills   |
| 4. Collect, describe, and record information through discussions, drawings, maps, and charts.  | 14. Uses symbols and images to represent something not present<br>14a. Thinks symbolically<br>8. Represents objects, places, and ideas with increasingly abstract symbols<br><br>24. Uses scientific inquiry skills  |
| 5. Describe and discuss predictions, explanations, and generalizations based on past experience.   | 12. Remembers and connects experiences<br>12b. Makes connections<br>6. Draws on everyday experiences and applies this knowledge to a similar situation   |



| <b>2. Conceptual Knowledge of the Natural and Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</b> |  |
|---|--|
| 1. Observe, describe, and discuss living things and natural processes.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas<br><br>25. Demonstrates knowledge of the characteristics of living things             |
| 2. Predict, explain, and infer patterns based on observations and representations of living things, their needs, and life cycles.   | 12. Remembers and connects experiences<br>12b. Makes connections<br>6. Draws on everyday experiences and applies this knowledge to a similar situation<br><br>25. Demonstrates knowledge of the characteristics of living things                 |
| 3. Observe, describe, and discuss properties of materials and transformation of substances.   | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas<br><br>26. Demonstrates knowledge of the physical properties of objects and materials |
| 4. Identify, predict, and extend patterns based on observations and representations of objects in the sky, daily weather, and seasonal changes.   | 12. Remembers and connects experiences<br>12b. Makes connections<br>6. Draws on everyday experiences and applies this knowledge to a similar situation<br><br>27. Demonstrates knowledge of Earth’s environment                                  |
| 5. Observe and describe patterns observed over the course of a number of days and nights, possibly including differences in the activities or appearance of plants and animals.                               | 12. Remembers and connects experiences<br>12b. Makes connections<br>6. Draws on everyday experiences and applies this knowledge to a similar situation<br><br>25. Demonstrates knowledge of the characteristics of living things                 |

6. Recognize and investigate cause-and-effect relationships in everyday experiences – pushing, pulling, kicking, rolling, or blowing objects.

12. Remembers and connects experiences

12b. Makes connections

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

24. Uses scientific inquiry skills

| <b>Social Studies Knowledge &amp; Skills</b>  |  |
|---|--|
| <b>1. Self, Family, and Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.</b> |  |
| 1. Identify personal and family structure.  | 29. Demonstrates knowledge about self  |
| 2. Understand similarities and respects differences among people.   | 30. Shows basic understanding of people and how they live  |
| 3. Recognize a variety of jobs and the work associated with them.   | 30. Shows basic understanding of people and how they live  |
| 4. Understand the reasons for rules in the home and classroom and for laws in the community.  | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors<br><br>30. Shows basic understanding of people and how they live |
| 5. Describe or draw aspects of the geography of the classroom, home, and community.   | 32. Demonstrates simple geographic knowledge   |
| 6. Recognize money and identify its purpose.  | 30. Shows basic understanding of people and how they live  |
| <b>2. People and the Environment: The understanding of the relationship between people and the environment in which they live.</b>  |  |
| 1. Recognize aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.   | 32. Demonstrates simple geographic knowledge   |
| 2. Recognize that people share the environment with other people, animals, and plants.  | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors  |
| 3. Understand that people can take care of the environment through activities, such as recycling.   | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>6. Initiates the sharing of materials in the classroom and outdoors  |

**3. History and Events: The understanding that events happened in the past and how these events relate to one’s self, family, and community.**

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| 1. Differentiate between past, present, and future.                                | 31. Explores change related to familiar people or places |
| 2. Recognize events that happened in the past, such as family or personal history. | 31. Explores change related to familiar people or places |
| 3. Understand that how people live and what they do changes over time.             | 31. Explores change related to familiar people or places |

| <b>Creative Arts Expression</b>  |  |
|--|--|
| <b>1. Music: The use of voice and instruments to create sounds.</b>                              |  |
| 1. Participate in music activities, such as listening, singing, or performing.                   | 34. Explores musical concepts and expression   |
| 2. Experiment with musical instruments.  | 34. Explores musical concepts and expression   |
| 3. Respond to rhythmic patterns and elements of music using expressive movement.                 | 34. Explores musical concepts and expression   |
| 4. Improvise movement and sound responses to music.  | 34. Explores musical concepts and expression<br>35. Explores dance and movement concepts |
| 5. Describe and respond to musical elements.   | 34. Explores musical concepts and expression   |
| 6. Recognize a wide variety of sounds and sound sources.   | 34. Explores musical concepts and expression   |
| 7. Express feeling responses to music.   | 34. Explores musical concepts and expression   |
| 8. Recognize music in daily life.  | 34. Explores musical concepts and expression   |
| <b>2. Creative Movement and Dance: The use of the body to move to music and express oneself.</b> |  |
| 1. Express what is felt and heard in various musical tempos and styles.                          | 34. Explores musical concepts and expression<br>35. Explores dance and movement concepts |
| 2. Move to different patterns of beat and rhythm in music.                                       | 34. Explores musical concepts and expression<br>35. Explores dance and movement concepts |
| 3. Use creative movement to express concepts, ideas, or feelings.                                | 35. Explores dance and movement concepts   |
| 4. Demonstrate simple phrases of movement in time and space.                                     | 35. Explores dance and movement concepts   |
| 5. Attentively observe a dance performance.  | 35. Explores dance and movement concepts   |
| 6. Recognize dances from around the world.   | 35. Explores dance and movement concepts   |

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| <b>3. Art: The use of a range of media and materials to create drawings, pictures, or other objects.</b>                         |   |
| 1. Use different materials and techniques to make art creations.   | 33. Explores the visual arts  |
| 2. Discuss one’s own artistic creations and those of others.   | 33. Explores the visual arts  |
| 3. Know that works of art can represent people, places, and things.  | 33. Explores the visual arts  |
| 4. Identify art in daily life.   | 33. Explores the visual arts  |
| 5. Understand that artists have an important role in communities.  | 33. Explores the visual arts  |
| <b>4. Drama &amp; Theater Arts: The portrayal of events, characters, or stories through acting and using props and language.</b> |   |
| 1. Use dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.          | 36. Explores drama through actions and language   |
| 2. Use creativity and imagination to manipulate materials and assume roles in dramatic play situations.                          | 14. Uses symbols and images to represent something not present<br>14b. Engages in sociodramatic play<br>8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days<br><br>36. Explores drama through actions and language |
| 3. Respond to stories and plays.   | 36. Explores drama through actions and language   |

| <b>Approaches to Learning</b>   |  |
|---|--|
| <b>1. Initiative and Curiosity: An interest in varied topics and activities, a desire to learn, creativity, and independence in learning.</b> |  |
| 1. Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.   | 11. Demonstrates positive approaches to learning<br>11e. Shows flexibility and inventiveness in thinking<br>4. Uses creativity and imagination during play and routine tasks                                   |
| 2. Demonstrate eagerness to learn about and discuss a range of topics, ideas, and tasks.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas   |
| 3. Ask questions and seek new information.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>6. Shows eagerness to learn about a variety of topics and ideas<br><br>• seeks answers to questions about the storm |
| <b>2. Persistence and Attentiveness: The ability to begin and finish activities with persistence and attention.</b>                           |  |
| 1. Maintain interest in a project or activity until completed.  | 11. Demonstrates positive approaches to learning<br>11a. Attends and engages<br>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions                         |
| 2. Set goals and develop and follow through on plans.   | 11. Demonstrates positive approaches to learning<br>11b. Persists<br>6. Plans and pursues a variety of appropriately challenging tasks   |
| 3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges.                                  | 11. Demonstrates positive approaches to learning<br>11a. Attends and engages<br>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions                         |

| <b>3. Cooperation: An interest and engagement in group experiences.</b> |   |
|---|---|
| 1. Plan, initiate, and complete learning activities with peers.         | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  |
| 2. Join in cooperative play with others and invite others to play.      | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  |
| 3. Model or teach peers.  | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children<br><br>• sees group pretending to ride a bus and says, “Let’s go to the zoo on the bus.” |
| 4. Help, share, and cooperate in a group.                               | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children  |