



Alignment of



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



WITH

**Alignment of the *Teaching Strategies GOLD*[®] Objectives for Development & Learning: Birth Through Kindergarten
With
*Kentucky Early Childhood Standards***

This document aligns the content in the *Kentucky Early Childhood Standards* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*[®] assessment system.

References

- Kentucky Department of Education. (N.D.) *Kentucky Early Childhood Standards*. Frankfort, KY: (Author) English/Language Arts and Mathematics retrieved July 15, 2013 from <http://education.ky.gov/curriculum/prim/Documents/KYECS-KYCAS%20ELA%20Alignment.pdf>
<http://education.ky.gov/curriculum/prim/Documents/KYECS-KCAS%20Math%20Align.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.

English/Language Arts (Early Literacy)	
Three Years to Four Years	
1.: Demonstrates general skills and strategies of the communication process.	
1.1.: Uses non-verbal communication for a variety of purposes.	
Identifies or chooses object or person by pointing, physically touching or moving toward another.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Uses gestures and/or movements to initiate interactions or to get needs met.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Uses symbols or pictures as representation for oral language.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
1.2.: Uses language (verbal, signed, symbolic) for a variety of purposes.	
Initiates communication to have needs met.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Responds meaningfully in conversations and discussions with peers and adults.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Asks many why, when, and where questions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
1.3.: Communicates with increasing clarity and use of conventional grammar.	
Speaks clearly enough to be understood by most listeners.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
Uses simple sentences to express self, but may not always use correct grammar.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
Uses more complex sentences, but grammar is still sometimes incorrect.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules
Uses complex sentences with correct grammar.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
Develops increasingly abstract use of language.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules

2.: Demonstrates general skills and strategies of the listening and observing processes.	
2.1.: Engages in active listening in a variety of situations.	
Attends to adult or peer who is speaking/signing.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Follows simple directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Gains information through listening experiences.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Uses listening to interpret and apply meaning.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
2.2.: Observes to gain information and understanding.	
Uses many senses to explore and interpret the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Makes comparisons through everyday experiences and play.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Makes predictions concerning everyday experiences and play.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Draws conclusions from everyday experiences and play.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
3.: Demonstrates general skills and strategies of the reading process.	
3.1.: Listens to and/or responds to reading materials with interest and enjoyment.	
Participates actively in story time.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Chooses reading activities.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
Responds to reading activities with interest and enjoyment.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
3.2.: Shows interest and understanding of the basic concepts and conventions of print.	
Handles books correctly, showing increasing skills in print directionality.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers 17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
Understands that print has meaning.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read

3.3.: Demonstrates knowledge of the alphabet.	
Recognizes some letters of the alphabet.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 2. Recognizes and names a few letters in own name
Recognizes some letters and words in print.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 3 emerging to 4. Recognizes as many as 10 letters, especially those in own name 18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 7 emerging to 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
Identifies some known letters of the alphabet in familiar and unfamiliar words.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 3 emerging to 4. Recognizes as many as 10 letters, especially those in own name
3.4.: Demonstrates emergent phonemic/phonological awareness.	
Recognizes rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
Recognizes sounds that match.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
Produces a rhyming word.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously

Discriminates separate syllables in words.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Makes some letter-sound connections.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 2. Identifies the sounds of a few letters
Identifies some beginning sounds.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 7 emerging to 8. Isolates and identifies the beginning sound of a word
3.5.: Draws meaning from pictures, print, and text.	
Names features of a picture.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs
Uses illustrations to tell major events of a story.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Understands that text has a specific meaning.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
3.6.: Tells and retells a story.	
Imitates act of reading in play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
Acts out main events of a familiar story.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts
Uses pictures and illustrations to tell and retell a story.	18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts

Uses prior experience to help make sense of stories.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Retells a story including many details and draws connections between story events.	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
4.: Demonstrates competence in the beginning skills and strategies of the writing process.	
4.1.: Understands that the purpose of writing is communication.	
Understands that an oral message can be represented by written language.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Understands there is a way to write that conveys meaning.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Understands that once an oral message is written it reads the same way every time.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
4.2.: Produces marks, pictures, and symbols that represent print and ideas.	
Labels pictures or produces simple texts using scribble writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Labels pictures or produces simple texts using letter-like forms.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
Uses scribble writing or letter-like forms to represent words or ideas.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2 emerging to 3. Mock letters or letter-like forms

Writes recognizable letters.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Writes familiar words.	19. Demonstrates emergent writing skills 19a. Writes name 5 emerging to 6. Accurate name
4.3.: Explores the physical aspect of writing.	
Uses tools for writing and drawing.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Experiments with grasp when using a variety of writing tools.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Adjusts body position when writing.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
Adjusts paper position when writing.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Shows some evidence of directionality (top to bottom, left to right).	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 3 emerging to 4. Indicates where to start reading and the direction to follow

Arts and Humanities	
Three to Four Year Olds	
1.: Participates and shows interest in a variety of visual art, dance, music, and drama experiences.	
1.1.: Develops skills in and appreciation of visual arts.	
Uses a variety of media and materials for exploration (e.g. paint, glue, three-dimensional materials, technology, etc.).	33. Explores the visual arts
Uses a variety of art forms, elements and materials for representing people, places, and things in the environment.	33. Explores the visual arts
Observes and responds to artwork produced by other individuals and/or cultures.	30. Shows basic understanding of people and how they live 33. Explores the visual arts
1.2.: Develops skills in and appreciation of dance.	
Explores various ways of moving with or without music.	35. Explores dance and movement concepts
Performs simple patterns of dance while exploring with the element of beat.	35. Explores dance and movement concepts
Describes movement after participating in or watching others perform games or songs.	35. Explores dance and movement concepts
Responds to dance performance produced by other individuals and/or cultures.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
1.3.: Develops skills in and appreciation of music.	
Explores various forms of musical expression through his/her senses.	34. Explores musical concepts and expression
Uses fingerplays and/or songs to experiment with beat and time.	34. Explores musical concepts and expression

Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).	30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression
1.4. Develops skills in and appreciation of drama.	
Uses a variety of actions or sounds to explore drama.	36. Explores drama through actions and language
Performs simple elements of drama (e.g. audience, actors, stage, etc.).	36. Explores drama through actions and language
Attends and responds to drama performed by other individuals and/or cultures.	30. Shows basic understanding of people and how they live 36. Explores drama through actions and language
Health/Mental Wellness	
Three to Four Year Olds	
1.: Demonstrates health/mental wellness in individual and cooperative social environments.	
1.1.: Demonstrates independent behavior.	
Follows routines independently.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Takes care of personal health/safety needs with adult support as needed.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders
Identifies healthy food choices.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.).	29. Demonstrates knowledge about self
Uses materials in a self-directed manner.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

1.2.: Shows social cooperation.	
Plays alongside rather than with other children.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Plays in groups or pairs based on similar interest.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children
Makes and maintains a friendship with at least one other child.	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates
Participates in everyday classroom activities, may need adult direction.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Works in small group situations with teacher support.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
Manages transitions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Accepts the consequences of one's own actions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

Can identify feelings, likes and dislikes, but may not be able to explain why.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items 29. Demonstrates knowledge about self
Communicates emotions to peers in an appropriate manner.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
1.3.: Applies social problem solving skills.	
Uses simple strategies to appropriately solve problems by self and within a group.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Uses multiple strategies to solve problems.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Provides simple but acceptable reasons for ideas in solving problems.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems
Asks for help from other sources when solving social and/or cognitive problems.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems 11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
1.4.: Shows a sense of purpose (future – hopefulness).	
Accepts setbacks without giving up.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks

Attends to task.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
Sets short term goals.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
Projects self into the future.	29. Demonstrates knowledge about self
Demonstrates self-confidence through interactions.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Mathematics	
Three to Four Year Olds	
1: Demonstrates general skills and uses concepts of mathematics.	
1.1: Demonstrates an understanding of numbers and counting.	
Imitates rote counting using the names of the numbers.	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Counts in sequence to 5 and beyond.	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Arranges sets of objects in one-to-one correspondence.	20. Uses number concepts and operations 20b. Quantifies 5 emerging to 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
Understands that a single object is always “one” regardless of size, shape, other attributes.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more

Counts concrete objects to 5 and beyond.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Uses math language to express quantity in everyday experiences.	20. Uses number concepts and operations 20b. Quantifies 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
Compares concrete quantities to determine which has more.	20. Uses number concepts and operations 20b. Quantifies 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
Recognizes that a set of objects remains the same amount if physically rearranged.	20. Uses number concepts and operations 20b. Quantifies 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
Realizes that the last number counted is the total amount of objects.	20. Uses number concepts and operations 20a. Counts 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
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 5 emerging to 6. Identifies numerals to 10 by name and connects each to counted objects

Names and writes some numerals.	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling</p> <p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 5 emerging to 6. Identifies numerals to 10 by name and connects each to counted objects</p>
1.2.: Recognizes and describes shapes and spatial relationships.	
Recognizes some basic shapes.	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)</p>
Creates and duplicates shapes.	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 7 emerging to 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>
Completes simple puzzles.	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
Identifies shapes.	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)</p>
Recognizes parts of a whole.	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
Recognizes the position of objects.	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>

Uses words that indicate directionality, order and position of objects.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
1.3.: Uses the attributes of objects for comparison and patterning.	
Matches objects.	13. Uses classification skills 2. Matches similar objects
Sorts objects by one or more attributes.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Describes objects by one or more attributes.	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
Recognizes, duplicates, and extends simple patterns.	23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns
Creates original patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
1.4.: Use nonstandard and/or standard units to measure and describe.	
Compares and orders by size.	22. Compares and measures 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
Uses tools to explore measuring.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Explores, compares, and describes length, weight or volume using nonstandard units.	22. Compares and measures 5 emerging to 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Explores, compares, and describes length, weight, or volume using standard units.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Shows awareness of simple time concepts.	22. Compares and measures 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
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	22. Compares and measures 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
Physical Development (Physical Education)	
Three to Four Year Olds	
1.: Demonstrates basic gross and fine motor development.	
1.1.: Performs a variety of locomotor skills with control and balance.	
Demonstrates body spatial awareness in relationship to stationary objects.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
Walks with skill.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Runs with skill.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Climbs, jumps, and/or hops with increased coordination, balance, and control.	4. Demonstrates traveling skills 7 emerging to 8. Coordinates complex movements in play and games 5. Demonstrates balancing skills 7 emerging to 8. Sustains balance during complex movement experiences
Experiments with galloping and skipping.	4. Demonstrates traveling skills 7 emerging to 8. Coordinates complex movements in play and games

Uses quick stops or changes in direction to avoid contact with moving objects or other people.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games
1.2.: Performs a variety of non-locomotor skills with control and balance.	
Executes movements that require a stable base.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.	5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
1.3.: Combines a sequence of several motor skills with control and balance.	
Walks up and down stairs with alternating steps.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Explores a variety of movements.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
1.4.: Performs fine motor tasks using eye-hand coordination.	
Explores and manipulates objects in a variety of ways.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Uses tools appropriately.	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Exhibits increasing strength and control.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Performs tasks using more refined and dexterous motions.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

Science	
Three to Four Year Olds	
1.: Demonstrates scientific ways of thinking and working (with wonder and curiosity).	
1.1.: Explores features of environment through manipulation.	
Uses all five senses to examine objects with attention to detail.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
Describes objects in the environment using properties of objects.	26. Demonstrates knowledge of the physical properties of objects and materials
Describes objects in terms of similarities or differences.	22. Compares and measures 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 26. Demonstrates knowledge of the physical properties of objects and materials
1.2.: Investigates simple scientific concepts.	
Asks simple scientific questions.	24. Uses scientific inquiry skills
Observes and/or manipulates objects and events to answer simple scientific questions.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
Identifies objects that influence or affect other objects.	26. Demonstrates knowledge of the physical properties of objects and materials
1.3.: Uses a variety of tools to explore the environment.	
Uses non-standard tools to explore the environment.	28. Uses tools and other technology to perform tasks
Uses standard tools to explore the environment.	28. Uses tools and other technology to perform tasks

1.4.: Collects, describes, and/or records information through a variety of means.	
Collects items with similar properties.	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
Describes objects in terms of its properties.	26. Demonstrates knowledge of the physical properties of objects and materials
Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols 24. Uses scientific inquiry skills
1.5.: Makes and verifies predictions based on past experiences.	
Asks questions and/or uses other resources to confirm observations.	24. Uses scientific inquiry skills
Makes reasonable explanations using resources, experiments, etc. independently.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions 24. Uses scientific inquiry skills
Draws conclusions based on proved/disproved prediction.	24. Uses scientific inquiry skills
Social Studies	
Three to Four Year Olds	
1.: Demonstrates basic understanding of the world in which he/she lives.	
1.1.: Differentiates between events that happen in the past, present, and future.	
Recognizes the beginning and end of an event.	31. Explores change related to familiar people or places
Recalls information about the immediate past.	31. Explores change related to familiar people or places

Develops awareness that events occurred before the child's birth.	31. Explores change related to familiar people or places
Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.	31. Explores change related to familiar people or places
Describes or represents a limited series of events in the correct sequence.	12. Remembers and connects experiences 12a. Recognizes and recalls 5 emerging to 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view 22. Compares and measures 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
Experiments with general terms related to the elements of time.	31. Explores change related to familiar people or places
Makes predictions about what may occur.	31. Explores change related to familiar people or places
1.2.: Uses environmental clues and tools to understand surroundings.	
Distinguishes through demonstration and/or description characteristics of the physical environment.	32. Demonstrates simple geographic knowledge
Distinguishes different environments by the people or signs that are a part of that environment.	30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge
Recognizes and uses a variety of objects and materials that represent the environment.	27. Demonstrates knowledge of Earth's environment
Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.	32. Demonstrates simple geographic knowledge
1.3.: Shows an awareness of fundamental economic concepts.	
Recognizes the relationship between supply and demand.	30. Shows basic understanding of people and how they live
Recognizes and uses objects for barter or trade.	30. Shows basic understanding of people and how they live

Recognizes the use of money as a means of exchange.	30. Shows basic understanding of people and how they live
1.4.: Recognizes and/or follows rules within the home, school, and community.	
Identifies examples of authority.	30. Shows basic understanding of people and how they live
Follows routines with little supervision.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Recognizes there are different rules for different places.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 7 emerging to 8. Applies rules in new but similar situations
Understands there are consequences for actions.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Follows rules applicable to the situation with little supervision.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
1.5.: Demonstrates understanding of the roles and relationships within his/her family and/or community.	
Recognizes the roles within his/her home.	29. Demonstrates knowledge about self
Knows place in family structure.	29. Demonstrates knowledge about self
Uses familiar relationships to make sense of the world.	29. Demonstrates knowledge about self

1.6.: Knows that diversity exists in the world.	
Describes self and/or compares own descriptions with others' descriptions.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Identifies and recognizes gender.	30. Shows basic understanding of people and how they live
Recognizes that people differ in language, dress, food, etc.	30. Shows basic understanding of people and how they live
Recognizes and identifies differences in personal characteristics and family makeup.	30. Shows basic understanding of people and how they live
Recognizes that different people have different roles and jobs in the community.	30. Shows basic understanding of people and how they live
Recognizes and accepts similarities and differences.	30. Shows basic understanding of people and how they live