



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*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Arkansas Framework for Infant and Toddler Care***

This document aligns the content in the *Arkansas Framework for Infant and Toddler Care* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

- Arkansas Division of Child Care and Early Childhood Education. (2002). *Arkansas framework for infant and toddler care*. Little Rock, AR: Author. Content was retrieved from <http://www.arkansas.gov/childcare/general/infantframework.pdf>
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*<sup>®</sup> objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

<b>Developmental Strand 1: Self-concept Development</b>	
<b>A. Young Infants</b>	
<b>To develop a positive picture of self that will affect every area of development</b>	
1.1.A. Feels valued and attached to others	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
1.2.A. Becomes aware of self as a unique individual	29. Demonstrates knowledge about self
1.3.A. Demonstrates increasing sense of competence and confidence in growing abilities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs  29. Demonstrates knowledge about self
1.4.A. Asserts independence	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>B. Mobile Infants</b>	
1.1.B. Feels valued and attached to others	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
1.2.B. Becomes aware of self as a unique individual	29. Demonstrates knowledge about self
1.3.B. Demonstrates increasing sense of competence and confidence in growing abilities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self  29. Demonstrates knowledge about self
1.4.B. Asserts independence	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<b>C. Toddlers</b>	
1.1.C. Feels valued and attached to others	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
1.2.C. Becomes aware of self as a unique individual	29. Demonstrates knowledge about self
1.3.C. Demonstrates increasing sense of competence and confidence in growing abilities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self  29. Demonstrates knowledge about self
1.4.C. Asserts independence	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<b>Strand 2: Emotional Development</b>	
<b>A. Young Infants</b>	
<b>To understand and express their own emotions and develop empathy</b>	
2.1.A. Displays a wide range of feelings and emotions	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
2.2.A. Expresses feelings and emotions through gestures, sounds, and - eventually - words	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>B. Mobile Infants</b>	
2.1.B. Displays a wide range of feelings and emotions	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
2.2.B. Expresses feelings and emotions through gestures, sounds and - eventually - words	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
<b>C. Toddlers</b>	
2.1.C. Displays a wide range of feelings and emotions	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
2.2.C. Expresses feelings and emotions through gestures, sounds and - eventually - words	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

<b>Developmental Strand 3: Social Development</b>	
<b>A. Young Infants</b>	
<b>To develop social interaction skills and to enjoy being with others</b>	
3.1.A. Develops trusting relationships with nurturing adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
3.2.A. Shows interest in peers	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
3.3.A. Demonstrates caring and cooperation	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
3.4.A. Tries out roles and relationships through imitation and pretend play	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props
<b>B. Mobile Infants</b>	
3.1.B. Develops trusting relationships with nurturing adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
3.2.B. Shows interest in peers	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
3.3.B. Demonstrates caring and cooperation	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
3.4.B. Tries out roles and relationships through imitation and pretend play	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 2. Imitates actions of others during play; uses real objects as props

C. Toddlers	
3.1.C. Develops trusting relationships with nurturing adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
3.2.C. Shows interest in peers	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
3.3.C. Demonstrates caring and cooperation	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
3.4.C. Tries out roles and relationships through imitation and pretend 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

<b>Developmental Strand 4: Language Development</b>	
<b>A. Young Infants</b>	
<b>To communicate successfully with others</b>	
4.1.A. Expresses needs and thoughts without using words	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
4.2.A. Identifies with a home language	29. Demonstrates knowledge about self
4.3.A. Responds to verbal and nonverbal communication	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
4.4.A. Communicates through language	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
4.5.A. Shows enjoyment of books and stories	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<b>B. Mobile Infants</b>	
4.1.B. Expresses needs and thoughts without using words (nonverbal)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
4.2.B. Identifies with a home language	29. Demonstrates knowledge about self
4.3.B. Responds to verbal and nonverbal language	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
4.4.B. Communicates through language	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
4.5.B. Shows enjoyment of books and stories	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books



<b>C. Toddlers</b>	
4.1.C. Expresses needs and thoughts without using words (non-verbal communication)	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
4.2.C. Identifies with a home language	29. Demonstrates knowledge about self
4.3.C. Responds to verbal and nonverbal communication	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
4.4.C. Communicates through language	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
4.5.C. Shows enjoyment of books and stories	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books

<b>Developmental Strand 5: Physical Development</b>	
<b>A. Young Infants</b>	
<b>To develop physical skills necessary to move and do in the world</b>	
5.1.A. Develops gross motor skills	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
5.2.A. Develops fine motor skills	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
5.3.A. Coordinates eye and hand movements	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
5.4.A. Develops self-help skills	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
<b>B. Mobile Infants</b>	
5.1.B. Develops gross motor skills	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
5.2.B. Develops fine motor skills	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
5.3.B. Coordinates eye and hand movements	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
5.4.B. Develops self-help skills	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs

<b>C. Toddlers</b>	
5.1.C. Develops gross motor skills	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
5.2.C. Develops fine motor skills	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
5.3.C. Coordinates eye and hand movements	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
5.4.C. Develops self-help skills	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self

<b>Developmental Strand 6: Cognitive Development</b>	
<b>A. Young Infants</b>	
<b>To develop problem solving abilities and concept attainment</b>	
6.1.A. Gains an understanding of basic concepts and relationships	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
6.2.A. Applies knowledge to new situations	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
6.3.A. Develops strategies for solving problems	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
<b>B. Mobile Infants</b>	
6.1.B. Gains an understanding of basic concepts and relationships	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
6.2.B. Applies knowledge to new situations	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
6.3.B. Develops strategies for solving problems	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal

<b>C. Toddlers</b>	
6.1.C. Gains an understanding of basic concepts and relationships	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
6.2.C. Applies knowledge to new situations	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
6.3.C. Develops strategies for solving 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