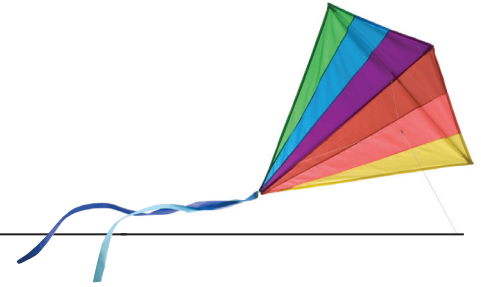




Alignment of



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
*Montana Early Learning Standards***

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

References

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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Core Domain 1: Emotional and Social	
Infancy to Preschool	
Culture, Family, and Community	
1.1 - Culture	
Children develop an awareness of and appreciation for the similarities and differences between themselves and others.	
a. Distinguish primary caregiver from others	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
b. Notice others' physical characteristics	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults 30. Shows basic understanding of people and how they live
c. Interact with diverse groups and individuals	30. Shows basic understanding of people and how they live
d. Know poems, songs, and stories from a variety of cultures and people, including his or her own family	30. Shows basic understanding of people and how they live
e. Explore gender roles through dramatic play	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 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
f. Demonstrate awareness and appreciation for own cultural background and heritage	29. Demonstrates knowledge about self
g. Ask questions about other children and adults	30. Shows basic understanding of people and how they live
h. Demonstrate respect for similarities and differences	30. Shows basic understanding of people and how they live

i. Describe differences between people in different ages and stages	30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
j. Demonstrate knowledge as well as awareness and appreciation for own culture	29. Demonstrates knowledge about self
k. Recognize stereotypes that are culturally or linguistically unfair as well as other biased behaviors	30. Shows basic understanding of people and how they live
l. Demonstrate awareness, knowledge, and appreciation for another culture	30. Shows basic understanding of people and how they live
1.2 - Family	
Children develop an awareness of and appreciation for the functions, contributions, and diverse characteristics of families.	
a. Focus on and respond to familiar voices or faces	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
b. Show preference for and seek comfort from a familiar adult	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
c. Exhibit separation anxiety or discomfort at the departure of a familiar adult	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
d. Use gestures, words, or glances to stay connected with familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
e. Respond when approached by an unfamiliar adult	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
f. Identify family members verbally and through gestures	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults

g. Describe family members' roles and responsibilities and their contribution to the function of the family	29. Demonstrates knowledge about self
h. Describe family relationships	29. Demonstrates knowledge about self
i. Identify oneself as a member of a family and describe her family in a variety of ways	29. Demonstrates knowledge about self
j. Recognize similarities and differences between his family and other families	29. Demonstrates knowledge about self
1.3 - Community	
Children develop an understanding of the basic principles of how communities function, including work roles and commerce.	
a. Watch other children	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
b. Interact with other children	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
c. Participate in parallel play next to another child	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
d. Recognize and use the names of peers	2. Establishes and sustains positive relationships 2d. Makes friends 2. Seeks a preferred playmate; shows pleasure when seeing a friend
e. Play the role of different family or community members	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
f. Demonstrate a beginning awareness of the function of money and commerce	30. Shows basic understanding of people and how they live
g. Recognize community workers and describe their jobs	30. Shows basic understanding of people and how they live
h. Demonstrate community-building skills	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
i. Describe what she wants to be when grown up	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

Emotional Development	
1.4 – Self-Concept	
Children develop an awareness and appreciation of themselves as unique, competent, and capable individuals.	
a. Explore hands and feet with fascination	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 29. Demonstrates knowledge about self
b. Notice and prefer people’s faces	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
c. React to hearing his or her own name	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
d. Recognize own body as belonging to self	29. Demonstrates knowledge about self
e. Show pleasure or pride when achieving a skill	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
f. Use the words, “me” and “mine” to claim his or her property	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly 29. Demonstrates knowledge about self

g. Name different body parts	29. Demonstrates knowledge about self
h. Engage in play that he or she has chosen	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self 11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
i. Describe personal preferences and interests	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 29. Demonstrates knowledge about self
1.5 – Self-Efficacy	
Children demonstrate a belief in their abilities.	
a. Respond to attention	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 2. Engages in simple back-and-forth exchanges with others
b. Smile at a mirrored image	29. Demonstrates knowledge about self
c. Show likes and dislikes	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
d. Repeat an action to get an effect	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
e. Recognize self in a picture or mirror	29. Demonstrates knowledge about self

<p>f. Accept and adjust when things do not go his way</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification</p> <p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults</p> <p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful</p>
<p>g. Act as though her experiences and needs are a priority to everyone or can be generalized to everyone</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>h. Take risks to try new things</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>i. Exhibit independence</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>1.6 – Self-Regulation</p>	
<p>Children manage their internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.</p>	
<p>a. Fuss or cry when hungry, tired, wet, or over-stimulated</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p>
<p>b. Calm and relax when comforted</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self</p>

<p>c. Develop increasing consistency in sleeping, eating, and waking patterns</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self</p> <p>23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life</p>
<p>d. Follow a few consistently set rules and routines</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 5 emerging to 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>e. Rely on adults for reassurance and help in controlling feelings and behaviors</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>
<p>f. Strive for independence</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
<p>g. Recognize own needs and take steps to fulfill them</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>h. Explore social cause and effect</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others</p> <p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems</p>
<p>i. Show empathy for others when he or she sees the consequences of his or her actions</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others</p> <p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 5 emerging to 6. Suggests solutions to social problems</p>

<p>j. Participate in developing program rules and guidelines for group games and interactive play and pay attention when rules are not followed</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems</p>
<p>1.7 – Expression of Emotions</p>	
<p>Children express a wide and varied range of feelings through their facial expressions, gestures, behaviors, and words.</p>	
<p>a. Release tension and get needs met by fussing, crying, babbling, yawning, laughing, or trembling</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p>
<p>b. Calm self when upset</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>
<p>c. Shift attention away from a distressing event to manage emotions</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification</p>
<p>d. Use gestures, words, or facial expressions to communicate feelings and seek help in order to calm him or herself</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>

<p>e. Use words and dramatic play to describe, understand, and control impulses and feelings</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p> <p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p> <p>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</p>
<p>f. Respond to another’s emotional reactions</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others</p>
<p>g. Seek adult assistance for help resolving strong emotions</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>
<p>h. Associate emotions with words and facial expressions and communicate his or her feelings</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time</p> <p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others’ emotional expressions</p>
<p>i. Express a deeper and wider range of emotions</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time</p> <p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others’ emotional expressions</p>
<p>j. Modify behaviors and emotions based on the environment and situation</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification</p>

Social Development	
1.8 – Interactions with Adults	
Children show trust, develop emotional bonds, and interact comfortably with adults.	
a. Show preference for and seek comfort from a familiar adult	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
b. Establish and maintain positive interactions with caregivers	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
c. Demonstrate feeling safe with familiar adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
d. Respond appropriately to familiar adults’ greetings	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others’ emotional expressions
e. Respond to requests made by familiar adults	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults 8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
f. Use pretend play as a way of making sense of relationships	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
g. Initiate and maintain interactions with adults using conversation or play	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 7 emerging to 8. Engages with trusted adults as resources and to share mutual interests 10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations

h. Express appropriate affection for significant adults	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
i. Seek adult affirmations	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
1.9 – Interaction with Peers	
Children interact and build relationships with peers as they expand their world beyond the family and develop skills in cooperation, negotiation, and showing empathy.	
a. Show interest in other children	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
b. Respond to the emotions and actions of other children	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others’ emotional expressions
c. Interact with familiar peers	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
d. Play side by side with another child	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
e. Participate in turn-taking when assisted by an adult	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns
f. React to another child’s attempts to take away a toy, and look to an adult for assistance	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
g. Prefer certain playmates and develop warm bonds with peers	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates

<p>h. Negotiate play with small groups of children</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups</p> <p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns</p>
<p>h. Cooperate with others</p>	<p>2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups</p> <p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns</p>
<p>i. Use problem-solving strategies when conflicts arise with peers</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise</p>

Core Domain 2: Physical	
Infancy to Preschool	
Physical Development	
2.1 – Fine Motor Skills	
Children develop small muscle strength, coordination, and skills.	
a. Grasp a person’s finger	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully
b. Explore toys and objects with hands and mouth	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
c. Exhibit a variety of small 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
d. Scribble with a crayon or marker	19. Demonstrates emergent writing skills 19a. Writes name 1. Scribbles or marks 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
e. Engage in self-help skills	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
f. Perform increasingly more sophisticated actions requiring eyehand coordination	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

2.2 – Gross Motor Skills	
Children develop large muscle strength, coordination, and skills.	
a. Exhibit physical reflexes in response to stimulation	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
b. Develop muscle tone and strength in trunk, neck, head, arms, and legs	4. Demonstrates traveling skills 2. Moves to explore immediate environment 5. Demonstrates balancing skills 2. Balances while exploring immediate environment
c. Use developing motor skills to move more independently	4. Demonstrates traveling skills 2. Moves to explore immediate environment 5. Demonstrates balancing skills 2. Balances while exploring immediate environment
d. Develop coordination to use motor skills with toys	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects 7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
e. Demonstrate skills to move in the environment	4. Demonstrates traveling skills 4. Experiments with different ways of moving
f. Refine motor coordination and skills to play with toys and people	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements

<p>g. Demonstrate increased ability to use skills requiring balance</p>	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving</p> <p>5. Demonstrates balancing skills 4. Experiments with different ways of balancing</p>
<p>h. Perform large motor movement alone or with others</p>	<p>4. Demonstrates traveling skills 8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p>
<p>i. Manipulate objects with large muscles</p>	<p>6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion</p>
<p>2.3 – Sensorimotor Development</p>	
<p>Children use all the senses to explore the environment and develop skills through sight, smell, touch, taste, and sound.</p>	
<p>a. Respond to touch, movement, and sound</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
<p>b. Focus eyes on near and far objects</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
<p>c. Calm with assistance</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person</p>
<p>d. Explore the environment with mouth and hands and respond to different textures</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
<p>e. Manipulate materials to explore sound</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>

f. Demonstrate an awareness of her body in space	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 29. Demonstrates knowledge about self
g. Practice sensory integration	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
h. Adapt movements to specific situations	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
i. Demonstrate concepts through movement	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
Health, Safety, and Personal Care	
2.4 – Daily Living Skills	
Children demonstrate personal health and hygiene skills as they develop and practice basic care routines.	
a. React to participation in daily routines	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. Demonstrate increased ability to self-soothe and fall asleep	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
c. Indicate needs and wants	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
d. Take an interest in meeting physical needs	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs

e. Participate in healthy routines	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
f. Communicate with an adult when not feeling well	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
g. Participate in bathroom routines with growing independence	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
2.5 - Nutrition	
Children eat and enjoy a variety of nutritional foods and develop healthy eating practices.	
a. Eat to satisfaction	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. Explore foods with fingers	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
c. Consume a variety of healthy foods from all five food groups	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
d. Consume appropriate amounts of healthy beverages	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
e. Participate in meals	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
f. Identify healthy foods options	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

2.6 – Physical Fitness	
Children demonstrate healthy behaviors that contribute to lifelong well-being through physical activity.	
a. Attempt new large and small motor activities	<p>4. Demonstrates traveling skills 2. Moves to explore immediate environment</p> <p>6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects</p> <p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully</p>
b. Participate in simple movement games	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>
c. Initiate active play, exploration, and engagement with the environment	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>
d. Participate in simple games, dance, outdoor play, and other forms of movement	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p> <p>35. Explores dance and movement concepts</p>
e. Engage in activities requiring new skills, without adult assistance	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
f. Participate in physically active games with peers	<p>4. Demonstrates traveling skills 6. Moves purposefully from place to place with control</p>
g. Recognize the positive feelings experienced during and after physical activity	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>

2.7 – Safety Practices and Awareness of Rules	
Children develop an awareness and understanding of safety rules as they learn to make safe and appropriate choices.	
a. Show a preference for familiar people and recognize the difference between familiar people and strangers	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
b. Respond to cues from a caregiver regarding obvious signs of danger or previous warnings	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
c. Respond to warnings and redirection for unsafe behaviors and situations, although not consistently	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
d. Recognize rules and follow basic safety instructions	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
e. Identify who has hurt or made him or her feel bad	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
f. Understand and anticipate potential consequences of disregarding rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

<p>g. Recognize and describe the reasons for rules</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p>h. Make choices about behaviors or activities when presented with alternatives</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification</p> <p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>i. Control or appropriately express intense emotions most of the time</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification</p>

Core Domain 3: Communication	
Infancy to Preschool	
Communication and Language Development	
3.1 - Receptive Communication	
Children use listening and observation skills to make sense of and respond to spoken language and other forms of communication. Children enter into the exchange of information around what they see, hear, and experience. They begin to acquire an understanding of the concepts of language that contribute to learning.	
a. React to familiar voices, sounds, words, facial expressions, and gestures	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
b. React to simple, familiar words and actions	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
c. Respond to simple “where” questions with words, gestures, or actions	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
d. Follow simple one-step directions related to her immediate and visible context	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
e. Use one or two words to respond to “what,” “who,” “whose,” and “where” questions in context	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

<p>f. Respond to songs, rhymes, or stories</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds</p>
<p>g. Follow a two-step interrelated direction</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences</p>
<p>h. Demonstrate an understanding of words that describe spatial concepts</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (in, on, under, up, down)</p>
<p>i. Use and respond to “how,” “why,” and “when” questions appropriately</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>
<p>j. Follow three and four-step directions</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions</p>
<p>k. Focus on the meaning of words to enhance understanding and build vocabulary</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p>

3.2 - Expressive Communication	
Children develop skills in using sounds, facial expressions, gestures, and words for a variety of purposes, such as to help adults and others understand their needs, ask questions, express feelings and ideas, and solve problems.	
a. Use a variety of sounds to communicate	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds</p>
b. Make sounds or signs in response to people and the environment	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others</p>
c. Experiment making different sounds	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p> <p>9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds</p>
d. Combine words and gestures	<p>9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people</p>

e. Use consistent combinations of sounds or signs to indicate specific objects or people	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people
f. Respond to simple requests or comments with non-verbal or verbal answer	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
g. Use single words to communicate	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
h. Ask others to label unfamiliar objects.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
i. Produce two-word phrases	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
j. Talk or vocalize to self during play	9. Uses language to express thoughts and needs 9b. Speaks clearly 4. Uses some words and word-like sounds and is understood by most familiar people
k. Use multi-word phrases and full sentences	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
l. Express feelings with words The child may use words appropriately to express emotions, such as happy, excited, sad, tired, or scared.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

m. Initiate and participate in conversations 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
n. Use increasingly longer sentences	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
o. Demonstrate correct grammar usage more consistently	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
p. Use new words	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
q. Relate a story or event with increasing detail and coherence	9. Uses language to express thoughts and needs 9d. Tells about another time or place 7 emerging to 8. Tells elaborate stories that refer to other times and places
3.3 – Social Communication	
Children develop skills that help them interact and communicate with others in effective ways.	
a. Gaze at familiar adults	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
b. Respond when name is said	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others 11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
c. Use gestures and sounds to communicate and interact with others	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate

<p>d. Engage in give-and-take interactions</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
<p>e. Respond to speech by attending to who is speaking</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>
<p>f. Laugh, smile, or giggle at something funny</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
<p>g. Initiate communication with others</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p>
<p>h. Demonstrate turn-taking in play and conversation</p>	<p>3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 4. Takes turns</p> <p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations</p> <p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 4. Uses appropriate eye contact, pauses, and simple verbal prompts when communicating</p>

<p>i. Use language appropriately with different audiences</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>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</p>
<p>j. Use language appropriately depending on the situation</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>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</p>
<p>k. Adjust intonation and volume of speech for a variety of settings</p>	<p>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</p>
<p>3.4 – English Language Learners: Dual Language Acquisition</p>	
<p>Children develop competency in their home language while becoming proficient in English.</p>	
<p>a. Use home or first language</p>	<p>37. Demonstrates progress in listening to and understanding English 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</p> <p>38. Demonstrates progress in speaking English 2. Repeats sounds and words in English, sometimes very quietly</p>

<p>b. Demonstrate a period of adjustment to learning a new language</p>	<p>37. Demonstrates progress in listening to and understanding English 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</p> <p>38. Demonstrates progress in speaking English 2. Repeats sounds and words in English, sometimes very quietly</p>
<p>c. Follow simple directions in home language or in English</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice</p> <p>37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p>
<p>d. Speak in short phrases in English</p>	<p>37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p> <p>38. Demonstrates progress in speaking English 4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea</p>
<p>e. Use English for informal purposes and rely on home language for formal learning</p>	<p>37. Demonstrates progress in listening to and understanding English 4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids</p> <p>38. Demonstrates progress in speaking English 6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
<p>f. Adjust communication form for the audience</p>	<p>37. Demonstrates progress in listening to and understanding English 6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</p> <p>38. Demonstrates progress in speaking English 8. Uses increasingly complex grammar in English; makes some mistakes typical of young children</p>

Literacy	
3.5 – Early Reading and Book Appreciation	
Children develop an understanding, skills, and interest in the symbols, sounds, and rhythms of written language as they also develop interest in reading, enjoyment from books, and awareness that the printed word can be used for various purposes.	
a. Focus intently on a book	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
b. React when being read a book	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
c. Explore books with mouth and hands	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
d. Maintain attention when being read a book	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
e. Vocalize when being read a book	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
f. Choose familiar books and repeat words or vocalizations in books	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books 18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time

<p>g. Point at or name objects, animals, or people in pictures, books or drawings</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs</p> <p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
<p>h. Indicate that the pictures on a page are related to the text</p>	<p>18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
<p>i. Purposefully explore books with respect to proper position and use</p>	<p>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</p>
<p>j. Demonstrate interest in books and reading</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books</p>
<p>k. Repeat simple songs, rhymes, or stories</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds</p>
<p>l. Use books, magazines, and other printed materials to enhance play</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books</p>
<p>m. Recognize print or symbols in the neighborhood, community, and environment</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read</p>
<p>n. Demonstrate an understanding that print progresses from left to right</p>	<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>

<p>o. Identify the title of a book</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors</p>
<p>p. Demonstrate an understanding that letters make up words, words make up sentences, and sentences make up stories</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write</p> <p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p>
<p>q. Sustain attention to increasingly longer books and stories</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<p>3.6 – Print Development/Writing</p>	
<p>Children develop interest and skills in using symbols as a meaningful form of communication.</p>	
<p>a. Experiment with grasp</p>	<p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper</p>
<p>b. Watch others write and draw</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
<p>c. Scribble on paper spontaneously</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 1. Scribbles or marks</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks</p>

<p>c. Demonstrate a pincer grasp</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects</p> <p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper</p>
<p>d. Experiment with a variety of writing tools</p>	<p>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</p>
<p>e. Imitate others who are writing or drawing shapes</p>	<p>7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper</p>
<p>f. Demonstrate controlled linear scribbles</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles</p>
<p>g. Write letters, letter-like shapes, and inventive words</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings</p>
<p>h. Use print in play</p>	<p>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</p>
<p>i. Demonstrate an understanding that print holds meaning and that thoughts and ideas can be written down</p>	<p>9. Uses language to express thoughts and needs 9d. Tells about another time or place 8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols</p>
<p>j. Form letters to approximate conventional forms</p>	<p>19. Demonstrates emergent writing skills 19a. Writes name 4. Letter strings</p>

k. Write his or her own name	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
l. Write familiar words using accepted writing format	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
3.7 – Print Concepts	
Children develop an understanding that print carries a message through symbols and words, and that there is a connection between sounds and letters (the alphabetic principle).	
a. Show interest when stories are read	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
b. Imitate sounds when looking at words in a book	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time
c. Point to words in the book	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
d. Demonstrate an understanding that print represents words	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
e. Respond to print in the environment	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
f. Demonstrate an awareness that letters of the alphabet can be individually named	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
g. Identify letters	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name

<p>h. Match letters and their sound</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p>
<p>3.8 – Phonological Awareness</p>	
<p>Children develop an awareness of the sounds of letters and the combination of letters that make up words and use this awareness to manipulate syllables and sounds of speech.</p>	
<p>a. Respond to the sound of spoken language</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
<p>b. Imitate sounds in stories, songs, and rhymes</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 2. Contributes particular language from the book at the appropriate time</p>
<p>c. Engage in familiar word games, songs, or finger plays</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sing songs and recites rhymes and refrains with repeating initial sounds</p>
<p>d. Imitate rhyming patterns</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games</p>

<p>e. Discriminate and identify sounds in spoken language</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime</p>
<p>f. Demonstrate an increased awareness of beginning and ending sounds of words</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words</p>
<p>g. Demonstrate progress in rhyming words</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 5 emerging to 6. Decides whether two words rhyme</p>
<p>h. Hear and separate words into syllables</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>

Core Domain 4: Cognition	
Infancy to Preschool	
Approaches to Learning	
4.1 - Curiosity	
Children develop imagination, inventiveness, originality, and interest as they explore and experience new things.	
a. Notice and imitate gestures	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 1 emerging to 2. Imitates others in using objects in new and/or unanticipated ways
b. Repeat actions again and again to see effects	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
c. Attend to and examine small objects	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
d. Investigate how things move	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
e. Ask simple questions	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 5 emerging to 6. Shows eagerness to learn about a variety of topics and ideas
f. Show interest in new activities	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

<p>g. Study materials to find how they work</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
<p>h. Ask more complex questions</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas</p>
<p>i. Develop personal interests</p>	<p>29. Demonstrates knowledge about self</p>
<p>4.2 – Initiative and Self-Direction</p>	
<p>Children develop an eagerness to engage in new tasks and to take risks in learning new skills or information.</p>	
<p>a. Use sounds, gestures, and movements to impact the environment and interactions with others</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
<p>b. Engage familiar adults and children in interactions</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world</p> <p>2. Establishes and sustains positive relationships 2c. Interacts with peers 3 emerging to 4. Uses successful strategies for entering groups</p>
<p>c. Express a desire to take care of self</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
<p>d. Approach tasks and activities with increased flexibility, imagination and inventiveness</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks</p>

e. Begin to take a few risks and try new ways of doing things	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
f. Make decisions and choices	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
g. Develop procedures and thinking skills for investigating the world and making decisions	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
h. Plan and achieve a goal	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
4.3 – Persistence and Attentiveness	
Children develop the ability to focus their attention and concentrate to complete tasks and increase their learning.	
a. Stare intently at faces, objects, and pictures	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
b. Hold the attention of an adult	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
c. Repeat an action that has produced a reaction in the past	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results

<p>d. Explore objects by repeating and varying the approach</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
<p>e. Exhibit increased attention span with chosen activities</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p>
<p>f. Develop skills through repetitive practice</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful</p>
<p>g. Persist in meeting a challenge, despite distractions or frustrations</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks</p>
<p>h. Sustain attention when peers or adults are the focus of the activity</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p>
<p>i. Work on a task that extends over a period of time</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 7 emerging to 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions</p>

4.4 – Reflection and Interpretation	
Children develop skills in thinking about their learning in order to inform future decisions.	
a. Track faces and objects by moving eyes and/or head as the person or object moves	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
b. Play interactive games with adults or older children that involve repetition	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
c. Anticipate actions based on previous experience	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
d. Experiment with play materials using familiar approaches with new objects	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
e. Alter present behavior based on past results (or lack of results)	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
f. Relate an experience from the past to guide present behavior	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
g. Tell others about events in the past	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view

h. Work out a problem or a challenge mentally	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
i. Use a variety of methods to express thoughts and feelings	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
4.5 – Reasoning and Representational Thought	
Children develop skills in causation, critical and analytical thinking, problem solving, and representational thought.	
a. Act on an object to make sound or movement	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
b. Repeat simple motions or activities	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
c. Search for an object that moves out of sight	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
d. Use objects and people as tools to accomplish a means to an end	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 11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
e. Use one object to represent another	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 2. Imitates others in using objects in new and/or unanticipated ways
f. Experiment with cause and effect	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen

g. Try several methods to solve a problem before asking for assistance	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility
h. Notice and describe how items are the same or different	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
i. Explain the effects that actions might have upon objects	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Creative Arts	
4.6 – Creative Movement and Dance	
Children produce rhythmic movements spontaneously and in imitation, with growing technical and artistic abilities.	
a. Move arms and legs in response to music	35. Explores dance and movement concepts
b. Engage with people through touch and attention	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 35. Explores dance and movement concepts
c. Use body for self-expression	35. Explores dance and movement concepts
d. Move to a beat	35. Explores dance and movement concepts
e. Explore a variety of ways of moving with and without music	35. Explores dance and movement concepts
h. Alter movements according to the tempo (fast/slow) and dynamics (soft/loud) of music	35. Explores dance and movement concepts
i. Move with balance and coordination	35. Explores dance and movement concepts
j. Participate in guided movement activities	35. Explores dance and movement concepts
k. Watch dance and creative movement performances with attention	35. Explores dance and movement concepts

4.7 - Drama	
Children show appreciation and awareness of drama through observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences as well as their fantasies.	
a. Copy facial expressions	36. Explores drama through actions and language
b. Imitate familiar actions	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs 36. Explores drama through actions and language
c. Engage in solitary play	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 2. Recognizes people, objects, and animals in pictures or photographs 36. Explores drama through actions and language
d. Engage in rough and tumble play	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
e. Imitate real life experiences in play	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 36. Explores drama through actions and language
f. Role-play using stories from books, poems, or imaginary themes including the elements of drama, such as character, place, theme, and idea	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 36. Explores drama through actions and language

<p>g. Engage in cooperative peer play in which there is a shared purpose</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 36. Explores drama through actions and language</p>
<p>h. Create and direct complex scenarios based on individual and group ideas or past experiences</p>	<p>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 36. Explores drama through actions and language</p>
<p>4.8 - Music</p>	
<p>Children engage in a variety of musical or rhythmic activities with growing skills for a variety of purposes, including enjoyment, self-expression, and creativity.</p>	
<p>a. Demonstrate interest in sounds, music, and voices</p>	<p>34. Explores musical concepts and expression</p>
<p>b. Experiment with a variety of sounds</p>	<p>34. Explores musical concepts and expression</p>
<p>c. Respond to rhythms, songs, and different elements of music</p>	<p>34. Explores musical concepts and expression</p>
<p>d. Begin to clap on beat or echo clap</p>	<p>34. Explores musical concepts and expression</p>
<p>e. Show interest in musical instruments</p>	<p>34. Explores musical concepts and expression</p>
<p>f. Sing along to familiar songs</p>	<p>34. Explores musical concepts and expression</p>
<p>g. Change vocalizations to accommodate the tempo (fast/slow) and dynamics (soft/loud) of music</p>	<p>34. Explores musical concepts and expression</p>
<p>h. Experiment with musical words and sounds</p>	<p>34. Explores musical concepts and expression</p>
<p>i. Imitate and produce rhythmic patterns to familiar songs</p>	<p>34. Explores musical concepts and expression</p>
<p>j. Use conventional symbols to represent musical notes or invent symbols to represent sounds</p>	<p>34. Explores musical concepts and expression</p>

<p>4.9 – Visual Arts</p>	
<p>Children demonstrate a growing understanding and appreciation for the creative process as they use the visual arts to express personal interests, ideas, and feelings, and share opinions about artwork and artistic experiences.</p>	
<p>a. Gaze at photos, pictures, and mirror images</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds 33. Explores the visual arts</p>
<p>b. Use hands and mouth for sensory exploration of objects</p>	<p>11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 33. Explores the visual arts</p>
<p>c. Gain control in grasping a crayon, pen, or paint brush</p>	<p>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 33. Explores the visual arts</p>
<p>d. Demonstrate interest in shapes, textures, and colors</p>	<p>33. Explores the visual arts</p>
<p>e. Mark paper with drawing tools</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles 33. Explores the visual arts</p>
<p>f. Experiment with a variety of art materials and develop increasing ability to use art media</p>	<p>33. Explores the visual arts</p>

g. Use different colors, surface textures, and shapes to create form and meaning	33. Explores the visual arts
h. Display a sense of wonder and ask questions about works of art	33. Explores the visual arts
i. Express feelings, ideas, and concepts about art	33. Explores the visual arts
k. Create and appreciate works of art representing cultural lifestyles	33. Explores the visual arts
Mathematics and Numeracy	
4.10 – Number Sense and Operations	
Children develop the ability to think and work with numbers to understand their uses, and describe numerical relationships through structured and everyday experiences.	
a. Understand the concept of “more” in reference to food and play	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
b. Use simple numerical concepts in everyday experiences	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of one, two, and more
c. Use names of a few numbers	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
d. Use correct terms to describe simple mathematical concepts	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
e. Move from inventive counting to accurate rote counting	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
h. Count objects demonstrating one-to-one correspondence and meaning	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

<p>i. Match numerals with the correct amount of objects</p>	<p>20. Uses number concepts and operations 20c. Connects numerals with their quantities 6. Identifies numerals to 10 by name and connects each to counted objects</p>
<p>j. Set up simple addition and subtraction problems</p>	<p>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</p>
<p>4.11 - Measurement</p>	
<p>Children develop skills in using measurement instruments to explore and discover measurement relationships and characteristics, such as length, quantity, volume, distance, weight, area, and time.</p>	
<p>a. Fill and empty containers</p>	<p>7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects 22. Compares and measures 2. Makes simple comparisons between two objects</p>
<p>b. Make simple comparisons</p>	<p>22. Compares and measures 2. Makes simple comparisons between two objects</p>
<p>c. Arrange a few objects in order by size, with assistance</p>	<p>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</p>
<p>d. Explore measuring tools</p>	<p>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</p>
<p>e. Use appropriate terms/language to describe measurable attributes</p>	<p>22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</p>

Montana Early Learning Standards

Teaching Strategies GOLD® Objectives, Dimensions, and Indicators

f. Recognize time as a sequence of events that relates to the routines of daily life	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 31. Explores change related to familiar people or places
g. Organize objects without assistance	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
h. Estimate measurement characteristics of familiar objects or events	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
i. Measure length by laying units end to end	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

4.12 – Data Analysis	
Children apply mathematical skills in data analysis, such as counting, sorting, and comparing objects.	
a. Group a few objects together by similarity	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
b. Collect items that have common characteristics	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
c. Match, sort, put in order, and regroup objects using one or two attributes	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
d. Convey the concepts and use correct terms associated with classification and comparison	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
e. Identify how items in a group are similar	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
4.13 – Algebraic Thinking	
Children learn to identify, describe, produce, and create patterns using mathematical language and materials.	
a. Imitate a series of simple actions with assistance	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
b. Classify, label, and sort familiar objects into a known group	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
c. Recognize patterns using a variety of materials	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
d. Predict what comes next in a simple pattern	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

e. Reproduce simple patterns of concrete objects	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
f. Reproduce simple patterns of sound and movement	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
g. Describe a sequence of events	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details 12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view
4.14 – Geometry and Spatial Reasoning	
Children build the foundation for recognizing and describing shapes by manipulating, playing with, tracing, and making common shapes. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within the physical environment.	
a. Develop an awareness of shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
b. Move body and materials in space	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 3 emerging to 4. Follows simple directions related to proximity (beside, between, next to)
c. Recognize and describe two-dimensional shapes	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
d. Describe different two and three-dimensional shapes and name common characteristics	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>e. Create geometric shapes</p>	<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>
<p>f. Use position words that indicate where objects are located in space</p>	<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>
<p>g. Demonstrate an understanding of size and shape relationships</p>	<p>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</p> <p>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</p>
<p>h. Experiment with mapping skills</p>	<p>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</p> <p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 8. Uses and makes simple sketches, models, or pictorial maps to locate objects</p> <p>32. Demonstrates simple geographic knowledge</p>

Science	
4.15 – Scientific Thinking and Use of the Scientific Method	
As children seek to understand their environment and test new knowledge, they engage in scientific investigations using their senses to observe, manipulate objects, ask questions, make predictions, and develop conclusions and generalizations.	
a. Observe objects and people in the environment	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
b. Use senses to examine objects in detail	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment 24. Uses scientific inquiry skills
c. Explore the features of materials, objects, and processes using all the senses	24. Uses scientific inquiry skills
d. Identify similarities and differences among objects	22. Compares and measures 2. Makes simple comparisons between two objects
e. Participate in simple teacher-initiated investigations to test observations, discuss and draw conclusions, and form generalizations	24. Uses scientific inquiry skills
f. Collect, describe and record information through a variety of means	24. Uses scientific inquiry skills
g. Develop procedures and thinking skills for investigating the world, solving problems, and making decisions	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
h. Formulate answers to own questions using the scientific method	24. Uses scientific inquiry skills
4.16 – Life Science	
Children develop understanding of and compassion for living things.	
a. Show interest in animals and other living things	25. Demonstrates knowledge of the characteristics of living things
b. Explore characteristics of living things	25. Demonstrates knowledge of the characteristics of living things

c. Identify plants and animals in the neighborhood	25. Demonstrates knowledge of the characteristics of living things
d. Describe simple behaviors of animals	25. Demonstrates knowledge of the characteristics of living things
e. Engage with plants and animals in a respectful way, without adult prompting	25. Demonstrates knowledge of the characteristics of living things
f. Identify the basic needs of living things	25. Demonstrates knowledge of the characteristics of living things
g. Describe the relationship between living things and their habitat	25. Demonstrates knowledge of the characteristics of living things
h. Observe and describe plants, insects, and animals as they go through predictable life cycles	25. Demonstrates knowledge of the characteristics of living things
i. Investigate, describe, and compare the characteristics that differentiate living from non-living things	25. Demonstrates knowledge of the characteristics of living things
4.17 – Physical Science	
Children develop an understanding of the physical world (the nature and properties of energy, non-living matter, and the forces that give order to the natural world).	
a. Use all of the senses to actively explore objects and their properties	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
b. Observe natural physical forces and phenomena, such as gravity, sounds, and variations in light	26. Demonstrates knowledge of the physical properties of objects and materials
c. Explore cause and effect	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 26. Demonstrates knowledge of the physical properties of objects and materials
d. Explore how objects move	26. Demonstrates knowledge of the physical properties of objects and materials
e. Use tools to explore the properties and characteristics of objects	26. Demonstrates knowledge of the physical properties of objects and materials
f. Compare, contrast, and describe objects based upon their characteristics	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 26. Demonstrates knowledge of the physical properties of objects and materials
g. Explore and describe how properties of objects and materials can be changed	26. Demonstrates knowledge of the physical properties of objects and materials

h. Plan and carry out investigations on the behavior of moving things	26. Demonstrates knowledge of the physical properties of objects and materials
i. Use vocabulary that demonstrates a basic understanding of scientific principles related to the physical world	26. Demonstrates knowledge of the physical properties of objects and materials
4.18 – Earth and Space	
Children develop an understanding of the earth and planets.	
a. Express a sense of wonder for the natural world, including the sun, clouds, moon, and sky	27. Demonstrates knowledge of Earth’s environment
b. Interact with natural materials	27. Demonstrates knowledge of Earth’s environment
c. Identify characteristics of night and day	31. Explores change related to familiar people or places
d. Identify or label earth’s materials The child may label natural objects, such as rocks, water, dirt, leaves, and grass.	27. Demonstrates knowledge of Earth’s environment
e. Identify the weather and notice changes in the weather	27. Demonstrates knowledge of Earth’s environment
f. Demonstrate curiosity and ask questions about the earth, sun, or moon	27. Demonstrates knowledge of Earth’s environment
g. Develop vocabulary for the natural features of the earth and sky	27. Demonstrates knowledge of Earth’s environment
h. Investigate properties of natural objects and the environment	27. Demonstrates knowledge of Earth’s environment
i. Interact with and explore a variety of natural outdoor environments	27. Demonstrates knowledge of Earth’s environment
j. Describe the change of seasons	27. Demonstrates knowledge of Earth’s environment
k. Classify objects by attributes or characteristics	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
l. Make observations of the moon, sun, clouds, and sky, and record them over time	27. Demonstrates knowledge of Earth’s environment

4.19 - Engineering	
Children develop an understanding of the processes that assist people in designing and building.	
a. Investigate immediate surroundings	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
b. Attempt to solve a challenge encountered in play	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
c. Continue to try new ways to resolve a problem if the first solution does not work	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful 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
d. Use simple machines and materials during play	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
e. Design, build, and test solutions during play	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
f. Design, build, and test solutions when presented with a challenge	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
g. Use a formalized design process of investigation, invention, implementation, and evaluation with guidance	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed

<p>h. Use a formalized design process of investigation, invention, implementation, and evaluation independently</p>	<p>11. Demonstrates positive approaches to learning 11b. Persists 7 emerging to 8. Plans and pursues own goal until it is reached</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results</p> <p>24. Uses scientific inquiry skills</p>
<p>Social Studies</p>	
<p>4.20 – Time</p>	
<p>Children develop an understanding of the concept of time, including past, present, and future as they are able to recognize recurring experiences that are part of the daily routine.</p>	
<p>a. Anticipate a predictable event</p>	<p>24. Uses scientific inquiry skills</p>
<p>b. Recognize the beginning and ending of an event</p>	<p>12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events</p> <p>31. Explores change related to familiar people or places</p>
<p>c. Recall the immediate past</p>	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen</p> <p>31. Explores change related to familiar people or places</p>

<p>d. Anticipate recurring events</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p> <p>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</p>
<p>e. Experiment with general terms related to the elements of time</p>	<p>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</p>
<p>f. Make simple predictions</p>	<p>24. Uses scientific inquiry skills</p>
<p>g. Use terms relative to time sequence</p>	<p>31. Explores change related to familiar people or places</p>
<p>h. Demonstrate an awareness of the past</p>	<p>31. Explores change related to familiar people or places</p>
<p>i. Use correct vocabulary for days of the week and names of the months, although not always correctly or in conventional order</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <p>31. Explores change related to familiar people or places</p>

4.21 – Places, Regions, and Spatial Awareness	
Children develop an understanding that each place has its own unique characteristics. Children develop an understanding of how they are affected by—and the effect that they can have upon—the world around them.	
a. Explore the environment	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
b. Explore spatial relationships	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
c. Develop awareness of his or her physical body and the space it occupies	29. Demonstrates knowledge about self
d. Demonstrate understanding of physical relationships	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
e. Create representations of locations and space	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 7 emerging to 8. Uses and makes simple sketches, models, or pictorial maps to locate objects
f. Experiment with maps, compasses, globes, or navigational charts	32. Demonstrates simple geographic knowledge
g. Identify where he or she lives	29. Demonstrates knowledge about self
h. Use a simple map	32. Demonstrates simple geographic knowledge

4.22 – The Physical World	
Children become mindful of their environment and their interdependence on the natural world; they learn how to care for the environment and why it is important.	
a. Use all the senses to explore the environment	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
b. Convey interest in nature	25. Demonstrates knowledge of the characteristics of living things
c. Express an interest in live animals and pictures of animals	25. Demonstrates knowledge of the characteristics of living things
d. Take simple actions to care for his or her environment	27. Demonstrates knowledge of Earth’s environment
e. Use natural objects for 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
f. Recognize changes in his or her home, neighborhood, or other familiar place	32. Demonstrates simple geographic knowledge
g. Take responsibility for caring for living things	25. Demonstrates knowledge of the characteristics of living things
h. Notice changes in the weather and seasons and discuss the changes and their impact	27. Demonstrates knowledge of Earth’s environment
i. Identify and describe natural features in the environment, and how natural resources are used	27. Demonstrates knowledge of Earth’s environment
j. Exhibit simple conservation behaviors	27. Demonstrates knowledge of Earth’s environment

4.23 - Technology	
Children become aware of technological tools and explore and learn to use these resources in a developmentally appropriate manner.	
a. Pay attention to music	34. Explores musical concepts and expression
b. Demonstrate an interest in toys and objects with technologically produced effects	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 28. Uses tools and other technology to perform tasks
c. Make a mechanical toy work	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
d. Use technological resources to communicate with others	28. Uses tools and other technology to perform tasks
e. Use correct terms and vocabulary to describe technological tools and procedures	28. Uses tools and other technology to perform tasks
f. Identify ways in which technology is a tool	28. Uses tools and other technology to perform tasks
g. Demonstrate appropriate use and care of technological tools	28. Uses tools and other technology to perform tasks
h. Use technology as a tool for learning new information	28. Uses tools and other technology to perform tasks