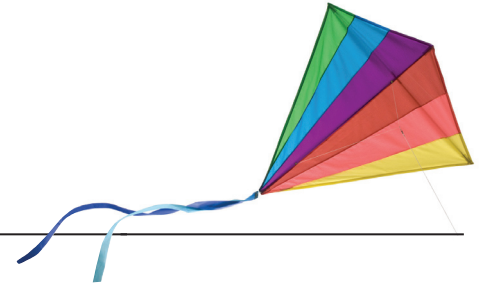




Alignment of

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

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten**  
**With**  
***Connecticut Early Learning and Development Standards***

This document aligns the content in the *Connecticut Early Learning and Development Standards, Learning Progressions*, with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

Connecticut State Department of Education. (2014). *Connecticut early learning and development standards*. Hartford, CT: Author. Content retrieved from <http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

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

<b>Cognition</b>
<b>A: Early learning experiences will support children to develop effective approaches to learning.</b>
<b>Curiosity and Initiative</b>
11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
<b>Engagement with Environment, People and Objects</b>
11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation
<b>Eagerness to Learn</b>
11. Demonstrates positive approaches to learning 11b. Persists
<b>Cooperation with Peers in Learning Experiences</b>
3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others
<b>B: Early learning experiences will support children to use logic and reasoning.</b>
<b>Cause and Effect</b>
11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking
<b>Attributes, Sorting and Patterns</b>
13. Uses classification skills  23. Demonstrates knowledge of patterns <b>*CT ELDS expectation for this strand is slightly higher than the widely held expectation in <i>Teaching Strategies GOLD</i><sup>®</sup></b>
<b>Problem Solving</b>
11. Demonstrates positive approaches to learning 11c. Solves problems

<b>Symbolic Representation</b>
14. Uses symbols and images to represent something not present 14a. Thinks symbolically
14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
<b>C: Early learning experiences will support children to strengthen executive function.</b>
<b>Choosing and Planning</b>
11. Demonstrates positive approaches to learning 11b. Persists
<b>Task Persistence</b>
11. Demonstrates positive approaches to learning 11b. Persists
<b>Cognitive Flexibility</b>
11. Demonstrates positive approaches to learning 11c. Solves problems
<b>*This strand aligns generally with the upper end of the widely held expectation in <i>Teaching Strategies GOLD</i>®</b>
<b>Working Memory</b>
12. Remembers and connects experiences 12a. Recognizes and recalls
<b>Regulation of Attention and Impulses</b>
1. Regulates own emotions and behaviors 1a. Manages feelings
11. Demonstrates positive approaches to learning 11a. Attends and engages

<b>Social and Emotional Development</b>
<b>A: Early learning experiences will support children to develop trusting healthy attachments and relationships with primary caregivers.</b>
<b>Trusting Relationships</b>
2. Establishes and sustains positive relationships 2a. Forms relationships with adults
<b>Managing Separation</b>
2. Establishes and sustains positive relationships 2a. Forms relationships with adults
<b>B: Early learning experiences will support children to develop self-regulation.</b>
<b>Regulation of Emotions and Behavior</b>
1. Regulates own emotions and behaviors 1a. Manages feelings
<b>C: Early learning experiences will support children to develop self-regulation (continued).</b>
<b>Regulation of Impulses and Behavior</b>
1. Regulates own emotions and behaviors 1a. Manages feelings
<b>D: Early learning experiences will support children to develop, express, recognize and respond to emotions.</b>
<b>Emotional Expression</b>
1. Regulates own emotions and behaviors 1a. Manages feelings
<b>E: Early learning experiences will support children to develop, express, recognize and respond to emotions (continued).</b>
<b>Recognition and Response to Emotions in Others</b>
2. Establishes and sustains positive relationships 2b. Responds to emotional cues

<b>F: Early learning experiences will support children to develop self-awareness, self-concept and competence.</b>
<b>Sense of self</b>
29. Demonstrates knowledge about self
<b>Personal Preferences</b>
29. Demonstrates knowledge about self
<b>G: Early learning experiences will support children to develop self-awareness, self-concept and competence (continued).</b>
<b>Self- Concept and Competency</b>
1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately
<b>*See indicators in <i>Teaching Strategies GOLD</i>® for specific information about confidence and responsibility as part of taking care of own needs</b>
<b>H: Early learning experiences will support children to develop social relationships.</b>
<b>Adult Relationships</b>
2. Establishes and sustains positive relationships 2a. Forms relationships with adults
<b>H: Early learning experiences will support children to develop social relationships (continued).</b>
<b>Play/ Friendship</b>
2. Establishes and sustains positive relationships 2c. Interacts with peers
<b>Conflict Resolution</b>
3. Participates cooperatively and constructively in group situations 3b. Solves social problems

<b>Physical Development and Health</b>
<b>A: Early learning experiences will support children to develop gross motor skills.</b>
<b>Mobility</b>
4. Demonstrates traveling skills
<b>Large Muscle Movement and Coordination</b>
4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
<b>B: Early learning experiences will support children to develop fine motor skills.</b>
<b>Visual Motor Integration</b>
7. Demonstrates fine-motor strength and coordination
7a. Uses fingers and hands
<b>Small Muscle Movement and Coordination</b>
7. Demonstrates fine-motor strength and coordination
7b. Uses writing and drawing tools
<b>C: Early learning experiences will support children to acquire adaptive skills.</b>
<b>Feeding Routines/ Nutrition</b>
1. Regulates own emotions and behaviors
1c. Takes care of own needs appropriately
<b>Safety and Responsibility</b>
1. Regulates own emotions and behaviors
1b. Follows limits and expectations
<b>Dressing and Hygiene</b>
1. Regulates own emotions and behaviors
1c. Takes care of own needs appropriately

<b>D: Early learning experiences will support children to maintain physical health status and well-being.</b>
<b>Physical Activity</b>
Not specifically addressed in <i>Teaching Strategies GOLD</i> ®
<b>Healthy Behaviors</b>
1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately



<b>Early Language, Language, Communication, and Literacy</b>
<b>A: Early learning experiences will support children to understand language (receptive language).</b>
<b>Word Comprehension</b>
8. Listens to and understands increasingly complex language 8a. Comprehends Language
17. Demonstrates knowledge of print and its uses 17b. Uses print concepts
<b>Language Comprehension</b>
8. Listens to and understands increasingly complex language 8a. Comprehends Language
8. Listens to and understands increasingly complex language 8b. Follows directions
<b>B: Early learning experiences will support children to use language (expressive language).</b>
<b>Vocabulary</b>
9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
<b>Expression of Ideas, Feelings and Needs</b>
9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
9. Uses language to express thoughts and needs 9d. Tells about another time or place
<b>Language Structure</b>
9. Uses language to express thoughts and needs 9c. Uses conventional grammar
9. Uses language to express thoughts and needs 9b. Speaks clearly

<b>C: Early learning experiences will support children to use language for social interaction.</b>
<b>Conventions of Conversation</b>
10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language
<b>Language for Interaction</b>
8. Listens to and understands increasingly complex language 8a. Comprehends language
9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary
10. Uses appropriate conversational and other communication skills 10a. Engages in conversations
<b>D: Early learning experiences will support children to gain book appreciation and knowledge.</b>
<b>Interest and Engagement with Books</b>
17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books
<b>Understanding of Stories or Information (Stories or information may be shared through oral storytelling, sharing of pictures and/or books)</b>
18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations
18. Comprehends and responds to books and other texts 18c. Retells stories

<b>E: Early learning experiences will support children to gain knowledge of print and its uses.</b>
<b>Book Concepts</b>
<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books</p> <p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts</p> <p><b>* Aligns generally to <i>Teaching Strategies GOLD</i><sup>®</sup>. <i>Teaching Strategies GOLD</i><sup>®</sup> does not specifically include identifying signs and symbols in the environment or identifying some words out of context. Please see the CT ELDS for information about supporting these skills in the context of a developmentally appropriate early childhood environment.</b></p>
<b>Print Concepts</b>
<p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts</p>
<b>Letter Recognition</b>
<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters</p>
<b>F: Early learning experiences will support children to develop phonological awareness.</b>
<b>Phonological Awareness</b>
<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound</p>

**G: Early learning experiences will support children to convey meaning through drawing, letters and words.**

**Drawing and Writing**

14. Uses symbols and images to represent something not present

14a. Thinks symbolically

19. Demonstrates emergent writing skills

19b. Writes to convey meaning

<b>Creative Arts</b>
The CT ELDS include progressions to assist teachers in planning to support growth and development in the various strands included in Creative Arts. <i>Teaching Strategies GOLD</i> <sup>®</sup> does not include progressions in the creative arts due a lack of research to document appropriate expectations to include in an assessment tool across the age ranges.
<b>A: Early learning experiences will support children to engage in and enjoy the arts.</b>
<b>Music subsidiary</b>
34. Explores musical concepts and expression
<b>Visual Arts</b>
33. Explores the visual arts
<b>Drama</b>
14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play
36. Explores drama through actions and language
<b>Dance</b>
35. Explores dance and movement concepts
<b>B: Early learning experiences will support children to explore and respond to creative works.</b>
<b>Appreciation of the Arts</b>
33. Explores the visual arts

<b>Early Mathematical Discovery and Mathematics</b>
<b>A: Early learning experiences will support children to understand counting and cardinality.</b>
<b>Number Names</b>
20. Uses number concepts and operations 20a. Counts
<b>Cardinality</b>
20. Uses number concepts and operations 20a. Counts
<b>Written Numerals</b>
20. Uses number concepts and operations 20c. Connects numerals with their quantities <b>*CT ELDS do not specifically address matching written numerals to quantities</b>
<b>Recognition of Quantity</b>
20. Uses number concepts and operations 20b. Quantifies
<b>Comparison</b>
20. Uses number concepts and operations 20b. Quantifies
<b>B: Early learning experiences will support children to understand and describe relationships to solve problems (operations and algebraic thinking).</b>
<b>Number Operations</b>
20. Uses number concepts and operations 20b. Quantifies
<b>C: Early learning experiences will support children to understand the attributes and relative properties of objects (measurement and data).</b>
<b>Measurement</b>
22. Compares and measures

<b>Data</b>
13. Uses classification skills
20. Use number concepts and operations 20b. Quantifies
22. Compares and measures
<b>Sorting and Classifying</b>
13. Uses classification skills
<b>D: Early learning experiences will support children to understand shapes and spatial relationships (geometry and spatial sense).</b>
<b>Spatial Relationships</b>
21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships
<b>Identification of Shapes</b>
21. Explores and describes spatial relationships and shapes 21b. Understands shapes
<b>Composition of Shapes</b>
21. Explores and describes spatial relationships and shapes 21b. Understands shapes

<b>Early Scientific Inquiry and Science</b>
<b>A: Early learning experiences will support children to apply scientific practices.</b>
<b>Questioning and Defining Problems</b>
11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation  24. Uses scientific inquiry skills
<b>Investigating</b>
11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation  24. Uses scientific inquiry skills
<b>Using Evidence</b>
12. Remembers and connects experiences 12b. Makes connections  24. Uses scientific inquiry skills
<b>B: Early learning experiences will support children to engage in the process of engineering.</b>
<b>Design Cycle</b>
11. Demonstrates positive approaches to learning 11c. Solves problems  <b>* <i>Teaching Strategies GOLD</i><sup>®</sup> does not specifically address the design cycle, but does include the related skill of problem solving</b>
<b>C: Early learning experiences will support children to understand patterns, process and relationships of living things.</b>
<b>Unity and Diversity of Life</b>
25. Demonstrates knowledge of the characteristics of living things
<b>Living Things and Their Interactions with the Environment and Each Other</b>
25. Demonstrates knowledge of the characteristics of living things



<b>D: Early learning experiences will support children to understand physical sciences.</b>
<b>Energy, Force and Motion</b>
26. Demonstrates knowledge of the physical properties of objects and materials
<b>Matter and its Properties</b>
26. Demonstrates knowledge of the physical properties of objects and materials
<b>E: Early learning experiences will support children to understand features of earth.</b>
<b>Earth's Features and the Effects of Weather and Water</b>
27. Demonstrates knowledge of Earth's environment
<b>Earth and Human Activity</b>
27. Demonstrates knowledge of Earth's environment

<b>Social Studies</b>
<b>A: Early Learning experiences will support children to understand self, family and a diverse community.</b>
<b>Individual Development and Identity</b>
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
<b>Culture</b>
29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
<b>B: Early Learning experiences will support children to learn about people and the environment.</b>
<b>Power, Authority and Governance</b>
1. Regulates own emotions and behaviors 1b. Follows limits and expectations
30. Shows basic understanding of people and how they live
<b>People, Places and Environments</b>
27. Demonstrates knowledge of Earth's environment
32. Demonstrates simple geographic knowledge
<b>Civic Ideals and Practices</b>
30. Shows basic understanding of people and how they live
<b>C: Early Learning experiences will support children to develop an understanding of economic systems and resources.</b>
<b>Individuals, Groups and Institutions</b>
30. Shows basic understanding of people and how they live
<b>Production, Distribution and Consumption</b>
30. Shows basic understanding of people and how they live

**Science, Technology and Society**

28. Uses tools and other technology to perform tasks

**\* *Teaching Strategies GOLD*<sup>®</sup> does not specifically address the understanding of technology in society and how it affects life. The use of tools and technology, as assessed in *Teaching Strategies GOLD*<sup>®</sup> will support children to develop this skill**

**D: Early Learning experiences will support children to understand change over time.**

**Time, Continuity and Change**

31. Explores change related to familiar people or places