



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
*Wisconsin Model Early Learning Standards***

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

References

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The Wisconsin Model Early Learning Standards Steering Committee. (2013). *Wisconsin model early learning standards*. 4th Ed., Madison, WI: Wisconsin Child Care Information Center. Retrieved from <http://ec.dpi.wi.gov/sites/default/files/imce/fscp/pdf/ec-wmels-rev2013.pdf>

Wisconsin Model Early Learning Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
HEALTH AND PHYSICAL DEVELOPMENT	
A. PHYSICAL HEALTH AND DEVELOPMENT	
A.EL. 1a Demonstrates behaviors to meet self-help and physical needs	
SLEEP	
Engages in periods of sleep and wakefulness varying in length and time of day or night.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Begins to follow predictable sleeping pattern.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Rests for periods throughout the day with assistance of adult.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Recognizes physical need for rest/sleep and cares for own needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
A.EL.1b Demonstrates behaviors to meet self-help and physical needs	
DRESSING	
Depends on adult to care for dressing needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
Cooperates with dressing by extending arm or leg.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Undresses/dresses self with assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Dresses self with minimal assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

A.EL.1c Demonstrates behaviors to meet self-help and physical needs	
TOILETING	
Depends on adult to care for diapering needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
Seeks assistance with diapering and toileting.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Takes responsibility for toileting.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Takes full responsibility for toileting during day and night.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
A.EL.1d Demonstrates behaviors to meet self-help and physical needs	
EATING	
Physically and verbally indicates need for food.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Feeds self with adult assistance.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Feeds self with proficiency.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Uses appropriate table etiquette or manners during mealtimes.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
A.EL. 2 Demonstrates behaviors to meet safety needs	
Shows preference for parent(s) or primary caregiver.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Shows awareness of new/uncomfortable situations or strangers.	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

Shows awareness of danger in harmful situations and begins to recognize simple rules.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Follows rules with little supervision.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
A.EL. 3 Demonstrates a healthy life style	
Depends on adult to care for personal hygiene and exercise needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1 emerging to 2. Indicates needs and wants; participates as adult attends to needs
Shows awareness of need for personal hygiene and exercise.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Begins to take responsibility for personal hygiene and exercise needs.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Cares for personal health, hygiene, and exercise needs independently.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
B. MOTOR DEVELOPMENT	
B.EL.1a Moves with strength, control, balance, coordination, locomotion, and endurance	
PURPOSE AND COORDINATION	
Manipulates objects with hands.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Rolls over.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Crawls.	4. Demonstrates traveling skills 2. Moves to explore immediate environment
Walks and climbs on low objects.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Walks up and down stairs with alternating steps.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control

B.EL.1b Moves with strength, control, balance, coordination, locomotion, and endurance	
BALANCE AND STRENGTH	
Sits independently with balance.	5. Demonstrates balancing skills 2. Balances while exploring immediate environment
Stands without support.	4. Demonstrates traveling skills 4. Experiments with different ways of moving
Squats without falling.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
Walks, runs, climbs, jumps, skips, and hops with control.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Throws objects with strength and control.	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation	
Tracks objects visually and focuses on an object or person.	6. Demonstrates gross-motor manipulative skills 1 emerging to 2. Reaches, grasps, and releases objects
Reaches for and grasps objects.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Coordinates eyes with hands and uses both hands with intention and purpose.	6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements
Performs simple fine motor skills and manipulates smaller objects with increasing control.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole-arm movements to manipulate and explore objects
Uses strength and control to perform complex fine motor tasks.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 8. Uses small, precise finger and hand movements

C. SENSORY ORGANIZATION	
C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment	
Exhibits responses to physical stimuli.	6. Demonstrates gross-motor manipulative skills 2. Reaches, grasps, and releases objects
Exhibits body awareness and begins to move in intentional fashion.	4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrates balancing skills 2. Balances while exploring immediate environment
Skills become more refined; acts and moves with increased intention and purpose.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking.	4. Demonstrates traveling skills 8. Coordinates complex movements in play and games

SOCIAL AND EMOTIONAL DEVELOPMENT	
A. EMOTIONAL DEVELOPMENT	
A.EL. 1 Expresses a wide range of emotions	
Uses facial expressions and body movements to express comfort or discomfort.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Displays a variety of emotions: interest, pleasure, anger, surprise, anxiety, sadness, joy, excitement, disgust, and disappointment.	1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person
Uses words and gestures to express more complex emotions.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Uses verbal and nonverbal language to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy, and confusion.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
Demonstrates awareness of own emotions and exhibits self-control.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time
A.EL. 2 Understands and responds to others' emotions	
Responds to positive emotional interactions with coos and smiles, and shows distress to negative interactions.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Observes and imitates emotional interactions of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions
Associates words and gestures with a variety of emotions expressed by others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Demonstrates empathy by recognizing the feelings of another person and responding appropriately.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
Interprets others' behavior and emotions and responds appropriately.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately

B. SELF-CONCEPT	
B.EL. 1 Develops positive self-esteem	
Begins to recognize own abilities; is aware of self and own preferences.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Demonstrates increasing self-direction, resists adult control, and shows independence.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
Shows positive self-image. Knows and states independent thoughts.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Exhibits positive self-concept and confidence in his/ her abilities.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
Displays pride in his/her accomplishments.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
B.EL. 2 Demonstrates self-awareness	
Displays personal preferences and individual temperament.	29. Demonstrates knowledge about self
Becomes aware of ones self as an individual while still connected to others.	29. Demonstrates knowledge about self
Shows awareness of being part of a family and a larger community.	29. Demonstrates knowledge about self
Demonstrates awareness of self as a unique individual.	29. Demonstrates knowledge about self
Identifies self as a member of a specific culture, group or demographic that fits into a larger world picture.	29. Demonstrates knowledge about self

C. SOCIAL COMPETENCE	
C.EL. 1 Demonstrates attachment, trust, and autonomy	
Becomes calm when needs are met.	1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Shows anxiety upon separation from primary caregiver and/or familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults
Shows signs of security and trust when separated from 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
Transitions into unfamiliar settings with assistance of familiar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
Acts independently in unfamiliar settings with unfamiliar adults.	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests
C.EL. 2 Engages in social interaction and plays with others	
Shows interest in being with others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 1 emerging to 2. Plays near other children; uses similar materials or actions
Begins to engage in short play interactions with others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Participates in parallel play with others for longer periods of time.	2. Establishes and sustains positive relationships 2c. Interacts with peers 2. Plays near other children; uses similar materials or actions
Participates in cooperative play with others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Demonstrates respect for others.	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children

C.EL. 3 Demonstrates understanding of rules and social expectations	
Tests adults' reactions to his or her behavior and understands what "no" means.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
Demonstrates understanding of simple rules related primarily to personal health and safety.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
Remembers and follows simple group rules and displays appropriate social behavior.	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
Displays competence at engaging in appropriate social behavior.	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
C.EL. 4 Engages in social problem solving behavior and learns to resolve conflict	
Shows awareness of tension and stressful situations.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 2. Responds to changes in an adult's tone of voice and expression
Imitates how others solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Experiments with trial-and-error approaches to solve simple problems and conflicts.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Seeks adult assistance to resolve conflicts.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
Asserts needs and desires appropriately in conflict situations.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
Uses a variety of strategies to resolve conflict.	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 8. Resolves social problems through negotiation and compromise

LANGUAGE DEVELOPMENT AND COMMUNICATION	
A. LISTENING AND UNDERSTANDING	
A.EL.1 Derives meaning through listening to communications of others and sounds in the environment	
Turns toward source of sound.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 2. Responds to speech by looking toward the speaker; watches for signs of being understood when communicating
Attends to same situation or object as another person.	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
Enjoys short stories, rhymes, finger plays, songs, and music.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games
Shows understanding of concept words and sequence of events.	12. Remembers and connects experiences 12a. Recognizes and recalls 6. Tells about experiences in order; provides details, and evaluates the experience; recalls three or four items removed from view
Demonstrates understanding and listening skills by attending and responding appropriately.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
A.EL.2 Listens and responds to communications with others	
Responds to voices and intonation of familiar adults and children.	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Participates in turn-taking, alternating listening and responding.	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

Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk, jump (action words, verbs).	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
Responds to increasingly complex language structures, including comments, requests and questions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
Responds and extends conversations much like adults and can sustain a topic through multiple turns.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
A.EL.3 Follows directions of increasing complexity	
Responds to simple requests.	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
Understands and carries out a one step direction.	8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures
Understands and carries out two-step direction.	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
Follows a series of three or more multi-step directions.	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions

B. SPEAKING AND COMMUNICATING	
B.EL.1 Uses gestures and movements (<i>non-verbal</i>) to communicate	
Uses gestures and movements to get attention, request objects, protest, or to draw attention to an object in the environment.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Uses gestures for greetings and conversational rituals.	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
Uses movement or behavior to initiate interaction with a person, animal, or object.	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
Uses non-verbal communication much like adults.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
B.EL. 2a Uses vocalizations and spoken language to communicate: Language Form (<i>Syntax: rule system for combining words, phrases, and sentences, includes parts of speech, word order, and sentence structure</i>)	
Uses cries, coos, and other noises to communicate.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Makes vowel and consonant sound combinations and engages in vocal play (babbling).	9. Uses language to express thoughts and needs 9b. Speaks clearly 2. Babbles strings of single consonant sounds and combines sounds
Uses one word.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 2. Uses one- or two-word sentences or phrases
Uses two to three word phrases and sentences.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 3 emerging to 4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
Uses: <i>Plurals</i> (cats); <i>Pronouns</i> (I, he, they); <i>Past tense</i> (walked).	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 7 emerging to 8. Uses long, complex sentences and follows most grammatical rules

Uses multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult.	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
B.EL. 2b Uses vocalizations and spoken language to communicate: Language Content (<i>Semantics: rule system for establishing meaning of words, individually and in combination</i>)	
Uses a word to represent a particular person or object.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Uses words for protests and greetings.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Uses words to represent various objects.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Uses a word to relate to itself or something else.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects
Uses a category of words that shows awareness of common aspects among objects.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Asks many questions with "why" to obtain information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Comments on as well as produces and comprehends words.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
B.EL. 2c Uses vocalizations and spoken language to communicate: Language Function (<i>Pragmatics: rules governing the use of language in context</i>)	
Seeks attention through vocalizations or actions.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate
Directs attention to an object.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

Engages in short dialogue of a few turns.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 4. Initiates and attends to brief conversations
Determines how much information a listener needs based on an awareness of listener's role and understanding.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
Modifies language when talking to younger child.	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
Initiates conversation, responds to conversations, and stays on topic for multiple exchanges.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges
Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others

C. EARLY LITERACY	
C.EL.1 Develops ability to detect, manipulate, or analyze the auditory parts of spoken language: (This includes the ability to segment oral language into words, syllables, or phonemes independent of meaning.)	
Enjoys and responds to frequently said sounds, words, and rhymes.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 2. Engages in simple back-and-forth exchanges with others
Imitates sounds.	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
Repeats words in rhymes and actions.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhymes 2. Joins in rhyming songs and games
Requests and joins in saying favorite rhymes and songs that repeat sounds and words.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
Recognizes and matches sounds and rhymes in familiar words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming words; generates rhyming words spontaneously
Recognizes sounds that match and words that begin or end with the same sounds.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
Recognizes and produces rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
Discriminates separate syllables in spoken words and begins to blend and segment syllables.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
Recognizes single sounds and combinations of sounds.	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phones in words

C.EL.2 Understands concept that the alphabet represents the sounds of spoken language and the letters of written language: (This includes utilizing this concept as an emerging reading strategy.)	
Explores, repeats, imitates alphabet related songs and games.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhymes 2. Joins in rhyming songs and games
Recognizes the difference between letters and other symbols.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Recognizes letters and their sounds in familiar words, especially in own name.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Makes some letter/sound connections and identifies some beginning sounds.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 2. Identifies the sounds of a few letters
Uses a combination of letter sounds, familiar environmental print, and picture cues to recognize a printed word.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Recognizes that most speech sounds (both consonants and vowels) are represented by single letter symbols.	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
Experiences success in reading by sounding out words (decoding).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on a paper; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print
Recognizes and names all letters of the alphabet (upper and lowercase) in familiar and unfamiliar words.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper-and lowercase letters when presented in random order
Reads familiar decodable and some irregular words in books, signs, and labels.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print

C.EL. 3 Shows appreciation of books and understands how print works	
Explores and enjoys books.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Points to and names pictures in a book when asked.	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
Looks at picture books and asks questions or makes comments.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
Understands that print in the book carries the message.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Views one page at a time from the front to the back of the book and knows that the book has a title, author, and illustrator.	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
Chooses reading activities and responds with interest and enjoyment.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
Recognizes some familiar environmental print.	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
Handles books correctly, and shows increasing skills in print directionality.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

Understands the difference between letters, words, and sentences.	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
Understands that books have characters, sequence of events, and story plots.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
C.EL. 4 Uses writing to represent thoughts or ideas	
Begins to use writing tools to make marks.	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
Scribbles and creates unconventional shapes.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 2. Controlled linear scribbles
Writes lists, thank you notes, names, and labels objects in play.	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Labels pictures using scribbles or letter-like forms to represent words or ideas.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Writes recognizable letters and begins to write name and a few words.	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

APPROACHES TO LEARNING	
A. CURIOSITY, ENGAGEMENT, AND PERSISTENCE	
A.EL. 1 Displays curiosity, risk-taking and willingness to engage in new experiences	
Exhibits brief interest in people and things in their surroundings.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Shows growing eagerness and delight in self, others, and in surroundings.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Attends for longer periods of time and shows preference for some activities.	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
Is curious about and willing to try new and unfamiliar experiences and activities within their environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
A.EL. 2 Engages in meaningful learning through attempting, repeating, experimenting, refining and elaborating on experiences	
Attempts a new skill when encouraged and supported by a safe and secure environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Attempts a new skill in a variety of environments.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Repeats an action many times to gain confidence and skill.	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Experiments and practices to expand skill level.	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

Refines skills that have been successfully accomplished.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges
A.EL.3 Exhibits persistence and flexibility	
Attends to sights and sounds and persists with (continues in) activity only when supported by adult interaction.	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
Focuses on activity but may be easily distracted.	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
Persists with activity independently until goal is reached.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
Sets and develops goals and follows through on plans making adjustments as necessary, despite distractions and mishaps.	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions 11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached
B. CREATIVITY AND IMAGINATION	
B. EL. 1 Engages in imaginative play and inventive thinking through interactions with people, materials and the environment	
Watches and imitates the actions of others.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 1 emerging to 2. Imitates actions of others during play; uses real objects as props 36. Explores drama through actions and language

Uses objects in pretend play as they are used in real life and gradually begins to substitute one object for another in pretend play.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 36. Explores drama through actions and language
Recreates and acts out real-life and fantasy experiences in pretend 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 36. Explores drama through actions and language
Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy.	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days 36. Explores drama through actions and language
B. EL. 2 Expresses self creatively through music, movement and art	
Attends to or responds to movement, music and visual stimuli.	35. Explores dance and movement concepts
Shows a preference towards certain types of movement, music, and visual stimuli.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Explores the process of using a variety of artistic materials, music and movement.	35. Explores dance and movement concepts
Expresses self (ideas, feelings and thoughts) through a variety of artistic media, music and movement.	33. Explores the visual arts 34. Explores musical concepts and expression

C. DIVERSITY IN LEARNING	
C.EL. 1 Experiences a variety of routines, practices and languages	
Depends on adults to communicate about their routines, cultural preferences and learning styles.	30. Shows basic understanding of people and how they live
Starts to notice differences in routines, practices and languages.	30. Shows basic understanding of people and how they live
Asks questions of adults about the differences between various routines, practices and languages in a variety of settings.	30. Shows basic understanding of people and how they live 31. Explores changes related to familiar people or places
C.EL. 2 Learns within the context of his/her family and culture	
Reflects their family, culture and community when engaged in play and learning.	29. Demonstrates knowledge about self
Starts to notice that other children and families do things differently.	30. Shows basic understanding of people and how they live
Understands and accepts diversity in other children and families.	30. Shows basic understanding of people and how they live
C.EL. 3 Uses various styles of learning such as visual/spatial, verbal/linguistic, bodily/kinesthetic, interpersonal and intrapersonal	
Tends to have a preferred learning style.	29. Demonstrates knowledge about self
Explores other learning styles when introduced by an adult or peer.	29. Demonstrates knowledge about self
Uses a variety of learning styles to meet their needs or achieve their goals.	29. Demonstrates knowledge about self

COGNITION AND GENERAL KNOWLEDGE	
A. EXPLORATION, DISCOVERY AND PROBLEM SOLVING	
A. EL. 1 Uses multi-sensory abilities to process information	
Uses senses to explore the environment.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Uses senses to explore and experiment with new materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Uses senses and a variety of strategies to investigate information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
Uses senses to generalize and apply prior learning.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
A. EL. 2 Understands new meanings as memory increases	
Observes and imitates sounds and movements.	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Understands that objects and people continue to exist when they are removed from the child's immediate environment. (Object Permanence).	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
Remembers and recalls events.	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
Recognizes functional uses of items in the environment.	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
Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking).	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

Generates a rule, strategy, or idea from a previous learning experience and applies to a new context.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
A. EL. 3 Applies problem solving skills	
Demonstrates awareness of a problem.	11. Demonstrates positive approaches to learning 11c. Solves problems 1 emerging to 2. Reacts to a problem; seeks to achieve a specific goal
Uses an object or part of an object to obtain another object and moves around large objects.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Asks questions, seeks information and tests out possibilities.	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
Determines and evaluates solutions.	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
Makes statements and appropriately answers questions that require reasoning about objects, situations, or people.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility
Uses multiple strategies to solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
B. MATHEMATICAL THINKING	
B. EL. 1 Demonstrates understanding of numbers and counting	
Explores numbers and imitates counting.	20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
Arranges sets of objects in one-to-one correspondence.	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

Can rote count and counts concrete objects to 5 and beyond.	20. Uses number concepts and operations 20a. Counts 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
Recognizes some numerals and associates number concepts with print materials in a meaningful way.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 2. Recognizes and names a few numerals
Names and writes some numerals.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next.	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
Names and can write number symbols 1 through 20 and beyond.	20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects
May rote count to 100 and may count to 100 by 5's and 10's.	20. Uses number concepts and operations 20a. Counts 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20
B. EL. 2 Understands number operations and relationships	
Compares concrete quantities to determine which has more, less or the same.	20. Uses number concepts and operations 20b. Quantifies 2. Demonstrates understanding of the concepts of <i>one</i> , <i>two</i> , and <i>more</i>
Recognizes that a set of objects remains the same amount if physically rearranged.	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
Identifies "1 more" and "1 less"	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

Joins (combines) and separates groups of objects.	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
Recognizes that there are parts that make up a whole and recognizes "less than" a whole.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
Estimates and uses words such as more than, less/fewer than, about, near, approximately and in between.	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
B. EL. 3 Explores, recognizes, and describes shapes and spatial relationships	
Explores shapes and spatial relationships.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (<i>in, on, under, up, down</i>) 21. Explores and describes spatial relationships and shapes 21b. Understands shapes 2. Matches two identical shapes
Recognizes basic shapes.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3; 15 at age 4; 25 at age 5).	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
B. EL. 4 Uses the attributes of objects for comparison and patterning	
Categorizes objects based on physical or functional similarity.	13. Uses classification skills 2. Matches similar objects
Matches objects.	13. Uses classification skills 2. Matches similar objects
Sorts and/or describes objects by one or more 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

Uses positional and comparative words to demonstrate understanding direction and location, e.g., on-top, below, bottom, over, under, above, on, and next to.	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
Recognizes, duplicates, extends simple patterns and creates original patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
Locates which out of 5 objects does not belong in same class or category.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Matches at least 6 items according to class or category.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
Matches groups having equal numbers of objects up to 10.	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
B. EL. 5 Understands the concept of measurement	
Recognizes objects can be measured by height, length, and weight.	22. Compares and measures 2. Makes simple comparisons between two objects
Determines more, less, many, and few.	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
Compares and orders by size.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Categorizes and sequences time intervals and uses language associated with time in everyday situations.	22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Identifies coins and understands their value.	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
Uses tools to explore measuring (non-standard units).	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Categorizes, sequences time intervals in everyday situations, and demonstrates an awareness of time related to a clock.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i>
Explores, compares and describes length, weight or volume using standard measures.	22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i>
B. EL. 6 Collects, describes, and records information using all senses	
Draws and describes pictures of objects and actions from memory.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Describes and records information through a variety of means, including discussion, drawings, maps, graphs, and charts.	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
Begins to apply information collected to similar situations by designing own charts or graphs.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

C. SCIENTIFIC THINKING	
C. EL.1 Uses observation to gather information	
Shows awareness of differences in their environment (smell, touch, sight, sound, and taste).	24. Uses scientific inquiry skills
Recognizes and responds to differences in the environment.	27. Demonstrates knowledge of Earth's environment
Purposefully seeks information through observation to satisfy curiosity or need for answers.	24. Uses scientific inquiry skills
Discriminates properties of nature, using a variety of senses (part to whole, living/nonliving, weather, etc.).	25. Demonstrates knowledge of the characteristic of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
C. EL.2 Use tools to gather information, compare observed objects, and seek answers to questions through active investigation	
Engages in behavior to investigate consequences; notices cause and effect relationships in daily environment.	24. Uses scientific inquiry skills
Works toward an objective, may use tools or others in the environment to obtain the object.	28. Uses tools and other technology to perform tasks
Uses buttons/levers to produce desired responses.	28. Uses tools and other technology to perform tasks
Uses books to look for information.	24. Uses scientific inquiry skills
Uses magnifying glass (hand lens), binoculars, and maps for investigation of the environment.	28. Uses tools and other technology to perform tasks
Makes comparisons between objects that have been collected or observed.	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
C. EL.3 Hypothesizes and makes predictions	
Locates object hidden from view.	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
Creates mental images of objects and people not in immediate environments.	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

Asks questions, seeks information, and tests out possibilities.	24. Uses scientific inquiry skills
Asks simple scientific questions and draws conclusions based on previous experience.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Makes plans for testing hypotheses to prove or disprove predictions.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
C. EL.4 Forms explanations based on trial and error, observations, and explorations	
Identifies and investigates the physical qualities of living and nonliving things.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
Explores and formulates conclusions based on observation and past experiences.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Makes reasonable explanations, using data gathered from observation and experiments.	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
Offers and seeks explanations of questions and experiments, using references such as books and computers.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions