



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
*Arizona Early Learning Standards***

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

References

- Arizona Department of Education. (2013). *Arizona early learning standards*. Phoenix, AZ: Author. Retrieved May 24, 2013 from <http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf>
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD*[®] objectives for development & learning: Birth through kindergarten. Bethesda, MD: Teaching Strategies, LLC.

Social Emotional	
Strand 1: Self	
Concept 1: Self-Awareness The child demonstrates an awareness of his or her self.	
a. Demonstrates self-confidence.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
b. Makes personal preferences known to others.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
c. Demonstrates knowledge of self-identity.	29. Demonstrates knowledge about self
d. Shows an awareness of similarities and differences between self and others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
Concept 2: Recognizes and Expresses Feelings The child recognizes and expresses feelings of self and others.	
a. Associates emotions with words, facial expressions and body language.	30. Shows basic understanding of people and how they live
b. Identifies, describes and expresses their own feelings.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
c. Identifies and describes feelings of others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately
d. Expresses empathy for others.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own

<p>Concept 3: Self-Regulation The child manages the expression of feelings, thoughts, impulses and behaviors.</p>	
<p>a. Understands and follows expectations in the learning environment.</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>b. Manages transitions, daily routines and unexpected 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>c. Modifies behavior for various situations and settings.</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations</p>
<p>d. Chooses appropriate words and actions.</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>Strand 2: Relationships</p>	
<p>Concept 1: Attachment The child demonstrates the ability to engage in and maintain healthy relationships.</p>	
<p>a. Expresses affection for familiar adults.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults</p>
<p>b. Seeks security and support from familiar adults.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 2. Demonstrates a secure attachment to one or more adults</p>
<p>c. Demonstrates the ability to engage with new adults or children with the support of familiar adults.</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>d. Separates from familiar adult with minimal distress.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults</p>

<p>Concept 2: Social Interactions The child displays socially competent behavior.</p>	
<p>a. Responds when adults or other children initiate interactions.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults</p> <p>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</p>
<p>b. Initiates and sustains positive interactions with adults and other children.</p>	<p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults</p> <p>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</p>
<p>c. Demonstrates positive ways to resolve conflict.</p>	<p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems</p>
<p>Concept 3: Respect The child acknowledges the rights and property of self and others.</p>	
<p>a. Respects the rights and property of others.</p>	<p>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</p>
<p>b. Defends own rights and rights of others.</p>	<p>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</p>
<p>c. Shows respect for learning materials in the learning environment.</p>	<p>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</p>

Approaches to Learning	
Strand 1: Initiative and Curiosity	
Concept 1: Initiative The child demonstrates self-direction while participating in a range of activities and routines.	
a. Seeks interaction with 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
b. Develops independence during activities, routines and play.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
c. Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
Concept 2: Curiosity The child demonstrates eagerness to learn about and discuss a range of topics, ideas, and activities.	
a. Shows interest in learning new things and trying new experiences.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
b. Expresses interest in people.	30. Shows basic understanding of people and how they live
c. Asks questions to get information.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas

Strand 2: Attentiveness and Persistence	
Concept 1: Attentiveness The child demonstrates the ability to focus on activity with deliberate concentration despite distractions.	
a. Displays ability to hold attention when engaged in an activity.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
b. Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
c. Increases ability to focus attention, and can return to activities after distractions and interruptions.	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
Concept 2: Persistence The child demonstrates the ability to maintain and sustain a challenging task.	
a. Pursues challenges.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
b. Copes with frustration or disappointment with support.	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
c. Establishes goals, generates plans and follows through to completion.	11. Demonstrates positive approaches to learning 11b. Persists 8. Plans and pursues own goal until it is reached

Strand 3: Confidence	
Concept 1: Confidence The child demonstrates self-assurance in a variety of circumstances.	
a. Expresses opinions or ideas.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 29. Demonstrates knowledge about self
b. Views self as competent and skilled.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
c. Is willing to take risks and consider a variety of alternatives.	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
Strand 4: Creativity	
Concept 1: Creativity The child demonstrates the ability to express their own unique way of seeing the world.	
a. Uses imagination to generate new ideas.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
b. Appreciates humor.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
c. Engages in inventive social play.	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks

Strand 5: Reasoning and Problem-Solving	
Concept 1: Reasoning The child demonstrates the ability to analyze information and situations in order to form judgments.	
a. Gathers information and reaches a conclusion.	24. Uses scientific inquiry skills
b. Recognizes relationships between cause and effect.	24. Uses scientific inquiry skills
c. Uses prior knowledge to build new knowledge and skills.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Concept 2: Problem-Solving The child demonstrates the ability to seek solutions to problems.	
a. Recognizes 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
b. Seeks adult assistance when support is required.	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. Tries to solve problems.	11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility
d. Works to solve a problem independently.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility

Language and Literacy	
Strand 1: Language	
Concept 1: Receptive Language Understanding The child demonstrates understanding of directions, stories, and conversations.	
a. Demonstrates understanding a variety of finger-plays, rhymes, chants, poems, conversations, and stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
b. Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
c. Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.	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
Concept 2: Expressive Language and Communication Skills The child uses verbal and nonverbal communications-for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict and seek new information.	
a. Communicates needs, wants, ideas, and feelings through 3-5 word sentences.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 9. Uses language to express thoughts and needs 9c. Uses conventional grammar 5 emerging to 6. Uses complete, four- to six-word sentences

<p>b. Speaks clearly and understandably to express ideas, feelings and needs.</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>9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>c. Makes relevant responses to questions and comments from others.</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>d. Initiates, sustains, and expands conversations with peers and adults.</p>	<p>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>
<p>e. With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.</p>	<p>10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 5 emerging to 6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p>f. Uses appropriate eye contact, turn taking and intonation while having conversations with adults and peers.</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>g. Recognizes when the listener does not understand and use techniques to clarify the message.</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>h. With modeling and support, uses increasingly complex phrases and sentences.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 5 emerging to 6. Describes and tells the use of many familiar items</p>

Concept 3: Vocabulary The child understands and uses increasingly complex vocabulary.	
<p>a. With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations</p>
<p>b. With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.</p>	<p>11. Demonstrates positive approaches to learning 11c. Solves problems 5 emerging to 6. Solves problems without having to try every possibility</p>
<p>c. With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects</p>
<p>d. With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.</p>	<p>21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 5 emerging to 6. Uses and responds appropriately to positional words indicating location, direction, and distance</p>
Strand 2: Emergent Literacy	
Concept 1: Concepts of Print The child knows that print carries messages.	
<p>a. Identifies signs, symbols and labels in the environment.</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>b. Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.</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>d. Recognizes that letters are grouped to form words.</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>

e. Recognizes own written name and the written names of friends and family.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
f. Seeks information in printed materials.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
Concept 2: Book Handling Skills The child demonstrates how to handle books appropriately and with care.	
a. Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom 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
b. Identifies where in the book to begin reading.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
c. Understands a book has a title, author and/or illustrator.	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
Concept 3: Phonological Awareness The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (phonemes).	
a. Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	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. With modeling and support, identifies rhyming words.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously

<p>c. With modeling and support, produces rhyming words.</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 3 emerging to 4. Fills in the missing rhyming word; generates rhyming words spontaneously</p>
<p>d. With modeling and support, recognizes spoken words that begin with the same sound.</p>	<p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 3 emerging to 4. Shows awareness that some words begin the same way</p>
<p>e. Hears and shows awareness of separate words within spoken phrases or sentences.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences</p>
<p>f. With modeling and support, identifies and discriminates syllables in words.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 3 emerging to 4. Hears and shows awareness of separate syllables in words</p>
<p>g. With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 5 emerging to 6. Verbally separates and blends onset and rime</p>
<p>h. With modeling and support, repeats words and identifies the common final sound.</p>	<p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 7 emerging to 8. Verbally separates and blends individual phonemes in words</p>
<p>Concept 4: Alphabet Knowledge The child demonstrates knowledge of the alphabet.</p>	
<p>a. Discriminates letters from other shapes and symbols.</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>b. Matches and recognizes similarities and differences in letters, with modeling and support.</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name</p>
<p>c. Recognizes as many as 10 letters, especially those in own name, family and friends.</p>	<p>16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name</p>

<p>d. Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as ten letters, with modeling support.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 3 emerging to 4. Produces the correct sounds for 10–20 letters</p>
<p>Concept 5: Comprehension The child shows an interest in books and comprehends books read aloud with increasing text complexity.</p>	
<p>a. Takes an active role in reading activities.</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books</p> <p>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</p>
<p>b. With prompting and support, identifies characters and major events in a story.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>c. With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 3 emerging to 4. Asks and answers questions about the text; refers to pictures</p>
<p>d. With prompting and support, draws connections between story events and personal experiences.</p>	<p>12. Remembers and connects experiences 12b. Makes connections 5 emerging to 6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p>e. With prompting and support, identifies events and details in the story and makes predictions.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>f. With prompting and support, gives an opinion for liking or disliking a book or story.</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs</p> <p>29. Demonstrates knowledge about self</p>

<p>g. With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.</p>	<p>17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 7 emerging to 8. Uses various types of books for their intended purposes</p>
<p>h. With modeling and support, identifies the topic of informational text that has been read aloud.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>i. With modeling and support, retells or reenacts a story in sequence with pictures or props.</p>	<p>18. Comprehends and responds to books and other texts 18c. Retells stories 3 emerging to 4. Retells familiar stories using pictures or props as</p>
<p>j. With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.</p>	<p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>Strand 3: Emergent Writing</p>	
<p>Concept 1: Early Writing, Writing Processes, and Writing Applications The child uses writing materials to communicate ideas.</p>	
<p>Early Writing</p>	
<p>a. Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.</p>	<p>28. Uses tools and other technology to perform tasks</p>
<p>Writing Processes</p>	
<p>b. With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.</p>	<p>14. Uses symbols and images to represent something not present 14a. Thinks symbolically 7 emerging to 8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5 emerging to 6. Late invented spelling</p>

Writing Applications	
c. Dictates to and shares thoughts, ideas, and stories with adults.	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
d. Writes own name using letter-like forms or conventional print.	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
e. Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.	19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms
f. With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4 emerging to 5. Early invented spelling
g. Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.	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

Mathematics	
Strand 1: Counting and Cardinality	
Concept 1: Counts Out Loud The child counts out loud and uses number words in daily conversations.	
a. Shows interest in and awareness of counting.	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
b. Counts out loud to 10.	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
Concept 2: Knows Number Names and Symbols The child identifies numerals and uses number words in daily activities.	
a. Uses numerals and number symbols in the context of daily routines, activities, and play.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
b. Uses and creates symbols to represent numbers.	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
c. Identifies numerals 1 to 10.	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>Concept 3: Counts to Tell Number of Objects The child uses number words and counting to identify quantity.</p>	
<p>a. Counts groups of objects using one-to-one correspondence (one object for each number word).</p>	<p>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>
<p>b. Counts a collection of up to 10 items using the last counting word to tell, "How many?"</p>	<p>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</p>
<p>c. Matches numerals to quantities they represent using physical models and representations.</p>	<p>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</p>
<p>d. Identifies quantity of 3-5 objects without counting (subitize).</p>	<p>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</p>
<p>Concept 4: Compares Numbers and Quantities The child applies a range of strategies such as counting or matching to compare sets of objects.</p>	
<p>a. Compares 2 sets of objects using terms such as more, fewer, or the same.</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>Strand 2: Operations and Algebraic Thinking</p>	
<p>Concept 1: Explores Addition and Subtraction The child combines and separates groups of objects and names how many.</p>	
<p>a. Demonstrates an understanding that adding increases the number of objects in a group.</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>b. Describes changes in 2 or more sets of objects when they are combined.</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>c. Demonstrates an understanding that taking away decreases the number of objects in a group.</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>d. Describes changes in a set of objects when they are separated into parts.</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>Concept 2: Patterning The child recognizes, copies, extends, describes and creates patterns.</p>	
<p>a. Recognizes patterns in the real world.</p>	<p>23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life</p> <p>23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns</p>

b. Copies simple patterns.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
c. Extends simple patterns.	23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns
d. Creates simple patterns.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
e. Describes similarities and differences in patterns.	23. Demonstrates knowledge of patterns 5 emerging to 6. Extends and creates simple repeating patterns
Strand 3: Measurement and Data	
Concept 1: Sorts and Classifies The child sorts and groups objects by a variety of characteristics/attributes.	
a. Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).	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. Explains how items were sorted into groups.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
Concept 2: Data Analysis The child collects, organizes, displays, and describes relevant data.	
a. Asks questions to gather information.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items 11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
b. Displays data to answer simple questions about themselves or the environment.	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

<p>c. Uses descriptive language to compare data in picture graphs or other concrete representations.</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>d. Uses charts and graphs to analyze information or answer questions.</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>Concept 3: Measures The child uses measurement to describe and compare objects in the environment.</p>	
<p>a. Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.</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>b. Uses nonstandard units of measurement (e.g., hands, bodies, containers) to estimate 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>
<p>c. Uses various standard measuring tools for simple measuring tasks.</p>	<p>22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</p>
<p>d. Orders objects by measurable attributes.</p>	<p>22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</p>
<p>e. Uses appropriate vocabulary to describe time and sequence related to daily routines.</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>Strand 4: Geometry</p>	
<p>Concept 1: Spatial Reasoning The child uses and demonstrates an understanding of positional terms.</p>	
<p>a. Uses and responds to positional terms (e.g., between, inside, under, above, behind).</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>b. Describes the position or location of objects in relation to self or to other objects.</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>Concept 2: Shapes The child recognizes names and describes common shapes and their properties.</p>	
<p>a. Recognizes basic two-dimensional shapes.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)</p>
<p>b. Uses the names of geometric shapes when describing objects found in the environment.</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>c. Creates two- and three-dimensional shapes during play.</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>
<p>d. Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.</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>

Science	
Strand 1: Inquiry and Application	
Concept 1: Exploration, Observations, and Hypotheses The child asks questions and makes predictions while exploring and observing in the environment.	
a. Exhibits curiosity about objects, living things, and other natural events in the environment by using one or more senses.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
b. Identifies attributes of objects, living things, and natural events in the environment.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
c. Describes changes in objects, living things, and the natural events in the environment.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
d. Begins to describe the similarities, differences and relationships between objects, living things and natural events.	13. Uses classification skills 3 emerging to 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
e. Asks and responds to questions about relationships of objects, living things, and events in the natural environment.	24. Uses scientific inquiry skills
Concept 2: Investigation The child tests predictions through exploration and experimentation.	
a. Uses a variety of tools and materials to investigate.	28. Uses tools and other technology to perform tasks
b. Makes predictions and checks them through hands-on investigation with adult support.	24. Uses scientific inquiry skills

c. Adjusts the experiment if results are different than expected and continues testing.	24. Uses scientific inquiry skills
d. Persists with an investigation.	24. Uses scientific inquiry skills
Concept 3: Analysis and Conclusion The child forms conclusions about their observations and experimentation.	
a. Uses a variety of materials to record and organize data.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
b. Identifies cause and effect relationships.	24. Uses scientific inquiry skills
c. Constructs explanation about investigation.	24. Uses scientific inquiry skills
Concept 4: Communication The child discusses and reflects upon the scientific investigation and its findings.	
a. Displays and interprets data.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
b. Presents their scientific ideas in a variety of ways.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
c. Conducts further investigation based on prior experience and information gained.	24. Uses scientific inquiry skills

Social Studies	
Strand 1: Family	
Concept 1: Understands Family The child demonstrates an understanding of families and the roles and responsibilities of being a family member.	
a. Views self as a member of the family unit.	29. Demonstrates knowledge about self
b. Identifies family members; e.g., mother, father, sister, brother, grandparents, cousins, etc.	29. Demonstrates knowledge about self
c. Describes/discusses own family's cultural or family traditions.	29. Demonstrates knowledge about self
d. Identifies similarities and differences in her family composition and the families of others.	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
e. Develops an awareness of their personal and family history.	29. Demonstrates knowledge about self
f. Shows knowledge of family member's roles and responsibilities in the home.	29. Demonstrates knowledge about self
Strand 2: Community	
Concept 1: Understands Community The child recognizes that he/she lives in a place with many people and that there are people and events in other places.	
a. Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.	30. Shows basic understanding of people and how they live
b. Identifies, discusses and asks questions about similarities and differences in other people in their community.	30. Shows basic understanding of people and how they live
c. Describes some characteristics (e.g. clothing, food, jobs) of the people in their community.	30. Shows basic understanding of people and how they live

<p>Concept 2: Rights, Responsibilities, and Roles within Community The child demonstrates a sense of belonging to the community and contributes to its care.</p>	
<p>a. Demonstrates responsible behaviors.</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>b. Shows an understanding of how to care for the environment.</p>	<p>27. Demonstrates knowledge of Earth’s environment</p>
<p>c. Recognizes that people rely on others for goods and services; e.g., farm goods, mail delivery, safety or health care.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>d. Seeks opportunities for leadership.</p>	<p>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</p>
<p>e. Describes the purpose of 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>f. Recognizes that people have wants and must make choices because resources and materials are limited.</p>	<p>30. Shows basic understanding of people and how they live</p>
<p>g. Describes their role at home, at school, and in the community.</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>29. Demonstrates knowledge about self</p>
<p>Concept 3: Geography The child demonstrates an awareness of locations within and around their community.</p>	
<p>a. Uses words to describe directionality and/or location within the community.</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>b. Describes some physical features of the environment in which the child lives; e.g., bodies of water, mountains, weather.</p>	<p>32. Demonstrates simple geographic knowledge</p>
<p>Strand 3: Historical Thinking</p>	
<p>Concept 1: Understands Time - Past, Present, and Future The child demonstrates an awareness of time and sequence of events in their daily lives.</p>	
<p>a. Demonstrates an understanding of time in the context of daily experiences.</p>	<p>12. Remembers and connects experiences 12a. Recognizes and recalls 5 emerging to 6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> <p>31. Explores change related to familiar people or places</p>
<p>b. Understands that events happened in the past and how these events relate to one's self, family and community.</p>	<p>31. Explores change related to familiar people or places</p>

Physical Development, Health and Safety	
Strand 1: Physical and Motor Development	
Concept 1: Gross Motor Development The child moves with valance, control and coordination.	
a. Moves with balance.	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
b. Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
c. Moves with coordination.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
d. Demonstrates spatial awareness in physical activity.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)
Concept 2: Fine Motor Development The child uses fingers, hands and wrists to manipulate tools and materials.	
a. Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements 7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
b. Uses eye-hand coordination to perform simple tasks.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
c. Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

d. Uses fine motor skills in daily living.	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
Strand 2: Health	
Concept 1: Personal Health and Hygiene Practices Child demonstrates knowledge of personal health practices, routines and understands the functions of body parts.	
a. Demonstrates hygiene practices.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b. Demonstrates healthy practices: 1. Nutrition 2. Physical Activity and Rest	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 8. Takes responsibility for own well-being
c. Awareness of the functions of body parts.	29. Demonstrates knowledge about self
Strand 3: Safety	
Concept 1: Safety and Injury Prevention Child demonstrates knowledge of personal safety practices and routines.	
a. Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
b. Demonstrates transportation and street safety practices.	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

<p>c. Enforces personal boundaries (Safety, Self Advocacy and Boundary Awareness).</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>d. Knows personal information.</p>	<p>29. Demonstrates knowledge about self</p>
<p>e. Demonstrates emergency safety practices.</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>f. Identifies how adults help to keep us safe.</p>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders</p>

Fine Arts	
Strand 1: Visual Arts	
Concept 1: Creates and Understands Visual Arts The child uses a wide variety of materials, media, tools, techniques and processes, to explore, create and understand art.	
a. Uses a variety of materials/media, tools and techniques to create original works of art (e.g., paper, rocks, sand, clay; tools such as cotton swabs, small/large brushes, drinking straws, and techniques such as drawing, painting, sculpting).	33. Explores the visual arts
b. Creates art work with details which represent creative and personal choices, ideas, experiences and feelings.	33. Explores the visual arts
c. Creates art in 2 and 3 dimensions.	33. Explores the visual arts
d. Seeks an understanding of artwork of self or others by commenting on or questioning the artwork.	33. Explores the visual arts
Strand 2: Music and Creative Movement	
Concept 1: Creates and Understands Music, Movement and Dance The child uses a wide variety of instruments, movements, techniques and music to explore and create.	
a. Experiments with a variety of instruments, vocalizations, sounds or creative movements.	34. Explores musical concepts and expression
b. Sings and moves to familiar rhymes, songs, and chants.	34. Explores musical concepts and expression
c. Uses familiar songs, rhymes or chants to create their own musical/movement improvisations.	34. Explores musical concepts and expression
d. Responds to different types of music (e.g., rock, classical, jazz, reggae, Native American chants, gospel, bluegrass, lullabies, marches and country music).	34. Explores musical concepts and expression
e. Uses creative movement and dance to interpret the mood of various types of music and stories.	34. Explores musical concepts and expression

Strand 3: Drama	
Concept 1: Creates Dramatic Activities The child uses the portrayal of events, characters, or stories through acting and using props and language to explore and create.	
a. Assumes roles from daily activities using a variety of props.	36. Explores drama through actions and language
b. Takes on more than one dramatic play role at a time.	36. Explores drama through actions and language
c. Pretends an object exists without using a prop.	36. Explores drama through actions and language
d. Dramatizes familiar stories.	36. Explores drama through actions and language
e. Adds details and new elements to dramatic play situations.	36. Explores drama through actions and language