



Alignment of



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



WITH

Alignment of the District of Columbia *Early Learning Standards: Pre-Kindergarten*
With
Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten

This document aligns the specific domains, standards and performance indicators in the District of Columbia *Early Learning Standards: Pre-Kindergarten* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

- DC Office of the State Superintendent of Education. (2008). *Early learning standards: Infants, toddlers and pre-kindergarten*. Washington, DC.
Retrieved March 28th, 2012 from http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE_PreKindergarten_v4_0.pdf
- Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD® objectives for development & learning: Birth through kindergarten*. Washington, DC: Teaching Strategies, LLC.

<i>DC Early Learning Domains, Standards and Performance Indicators</i>	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Domain 1: Approaches to Learning (AL)	
Standard 1.0 Children exhibit curiosity, the ability to engage in and complete task, flexibility in solving problems, engaging in purposeful play, following direction, and both independence and interdependence.	
AL.1.1 Children demonstrate curiosity and a willingness to learn.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
AL.1.2 Children engage in and complete tasks.	11. Demonstrates positive approaches to learning 11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions 11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
AL.1.3 Children demonstrate problem-solving skills.	11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
AL.1.4 Children engage in purposeful 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

AL.1.5 Children demonstrate self-direction and independence.	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
AL.1.6 Children will follow directions and demonstrate interdependence.	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 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
Domain 2: Social and Emotional Development (SED)	
Standard 2.0: Children become confident and competent with a sense of self and can take responsibility for self and others.	
SED.2.1 Children demonstrate a strong, positive self-concept.	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 7 emerging to 8. Takes responsibility for own well-being 29. Demonstrates knowledge about self
SED. 2.2 Children develop increasing capacity for self-control.	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders

<p>SED.2.3 Children engage in positive interactions with others.</p>	<p>2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes accurately</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>2. Establishes and sustains positive relationships 2d. Makes friends 6. Establishes a special friendship with one other child, but the friendship might only last a short while</p> <p>3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems</p>
<p>SED.2.4 Children demonstrate resiliency skills.</p>	<p>Not addressed specifically in <i>Teaching Strategies GOLD</i>®. Addressed generally by:</p> <p>2. Establishes and sustains positive relationships 2a. Forms relationships with adults 8. Engages with trusted adults as resources and to share mutual interests</p> <p>11. Demonstrates positive approaches to learning 11c. Solves problems 6. Solves problems without having to try every possibility</p>
<p>Domain 3: Language and Literacy (LL)</p>	
<p>Standard 3.0: Children communicate ideas and feelings, establish and maintain relationships with adults and other children through the literacy skills involved in I-Listening and Speaking, II -Reading, and III-Writing.</p>	
<p>I. Listening and Speaking</p>	
<p>LL.3.I.1 Children comprehend oral directions and explanations.</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences</p>

<p>LL.3.I.2 Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme</p> <p>15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words</p>
<p>LL.3.I.3 Children ask questions for a variety of purposes and answer questions of peers and adults.</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>10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 6. Engages in conversations of at least three exchanges</p>

<p>LL.3.I.4 Children acquire and use increasingly rich vocabulary and language for a variety of purposes (receptive and expressive vocabulary).</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items</p> <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>9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences</p> <p>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</p> <p>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</p>
<p>LL.3.I.5 Children participate in conversations.</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>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>II. READING</p>	
<p>LL.3.II.1 Children understand and value books and other print materials.</p>	<p>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</p>

LL.3.II.2 Children demonstrate knowledge of and appreciation for books.	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
LL.3.II.3 Children demonstrate understanding of print concepts.	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
LL.3.II.4 Children develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
LL.3.II.5 Children use emerging reading skills to make meaning from print.	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
LL.3.II.6 Children comprehend stories and other texts.	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation 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 18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
III. WRITING	
LL.3.III.1 Children understand the purposes of writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings

<p>LL.3.III.2 Children use emergent writing skills to make letters and words in many settings and for many purposes.</p>	<p>16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds</p> <p>19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings</p>
<p>Domain 4: Mathematical Thinking (MT)</p>	
<p>Standard 4.0: Children make sense of the world around them and understand the physical world through mathematics experiences involving number concepts, patterns, functions, and Algebra, measurement, geometry and spatial sense, and data analysis and probability.</p>	
<p>NUMBER CONCEPTS</p>	
<p>MT.4.1 Children demonstrate a beginning understanding of number and operations and how they relate to one another.</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>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>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>

PATTERNS, FUNCTIONS, AND ALGEBRA	
MT.4.2 Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.	<p>13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p> <p>23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns</p>
MEASUREMENT	
MT.4.3 Children use a variety of non-standard and standard tools to measure and use appropriate language terms to describe size, length, weight, and volume.	<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>28. Uses tools and other technology to perform tasks</p>
GEOMETRY AND SPATIAL SENSE	
MT.4.4 Children begin to demonstrate an understanding of shape, size, position, direction, and movement, and they describe and classify real objects by shape.	<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>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>

DATA ANALYSIS AND PROBABILITY	
MT.4.5 Children question, collect, organize, represent, interpret, and analyze data to answer questions.	Not addressed specifically in <i>Teaching Strategies GOLD</i> ®. Addressed generally by: 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 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
Domain 5: Scientific Inquiry (SI)	
Standard 5.0: Children learn science by exploring the world around them as they try out things to see how they work, experiment, manipulate objects, use their senses and scientific tools to observe, collect and interpret data, and draw conclusions.	
SCIENTIFIC INQUIRY	
SI.5.1 Children develop inquiry and process skills.	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
PHYSICAL SCIENCE	
SI.5.2 Children develop an understanding of the physical properties and uses of materials and objects.	26. Demonstrates knowledge of the physical properties of objects and materials
LIFE SCIENCE	
SI.5.3 Children will develop an understanding of living things (plants and animals) and what they need to survive.	25. Demonstrates knowledge of the characteristics of living things
EARTH SCIENCE	
SI.5.4 Children develop an understanding of the Earth and the natural environment.	27. Demonstrates knowledge of Earth’s environment

Domain 6: Social Studies (SS)	
Standard 6.0: Children learn social studies by forming relationships, learning to communicate, and exploring the world around them through the study of people, jobs, landmarks and cultures of the surrounding community.	
SS.6.1 Children demonstrate a sense of self within the context of family.	29. Demonstrates knowledge about self
SS.6.2 Children demonstrate an understanding of self within the context of community.	30. Shows basic understanding of people and how they live
SS.6.3 Children begin to notice and acknowledge diversity.	30. Shows basic understanding of people and how they live
SS.6.4 Children develop a basic understanding of economic concepts.	30. Shows basic understanding of people and how they live
SS.6.5 Children begin to understand how people and things change over time.	31. Explores change related to familiar people or places
SS.6.6 Children begin to demonstrate an understanding of basic geographic concepts.	32. Demonstrates simple geographic knowledge
SS.6.7 Children begin to learn the basic civic and democratic principles.	Not addressed specifically in <i>Teaching Strategies GOLD</i> ®. Addressed generally by: 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 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems 30. Shows basic understanding of people and how they live
Domain 7: Creative Arts (CA)	
Standard 7.0: Children demonstrate imagination, creativity and invention through the study of the arts in ways that reflect their unique learning styles and views of the world.	
MOVEMENT	
CA.7.1 Children move their bodies with increasing skill to express emotions and rhythms.	35. Explores dance and movement concepts

DRAMATIC PLAY	
CA.7.2 Children use imaginative play as a vehicle to express life experiences and familiar stories.	36. Explores drama through actions and language
ART	
CA.7.3 Children explore and gain increasing control over a variety of art media, using them to express their ideas.	33. Explores the visual arts 14. Uses symbols and images to represent something not present 14a. Uses symbols and images to represent something not present 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
MUSIC	
CA.7.4 Children express themselves through music and develop an appreciation for different forms of music.	34. Explores musical concepts and expression
Domain 8: Physical Development, Health, and Safety (PHS)	
Standard 8.0: Children develop gross motor coordination, fine motor control and master increasingly sophisticated tasks and gain personal responsibility for their own physical needs.	
GROSS MOTOR	
PHS.8.1 Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.	4. Demonstrates traveling skills 8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences 6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion

FINE MOTOR	
PHS.8.2 Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>8. Uses small, precise finger and hand movements</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
SENSORIMOTOR	
PHS.8.3 Children use sensory information to guide motion.	<p>Not addressed specifically in <i>Teaching Strategies GOLD</i>®. Addressed generally by:</p> <p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>8. Uses small, precise finger and hand movements</p>
HEALTH AND SAFETY	
PHS.8.4 Children practice behaviors that promote their health and safety.	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>8. Takes responsibility for own well-being</p> <p>30. Shows basic understanding of people and how they live</p>