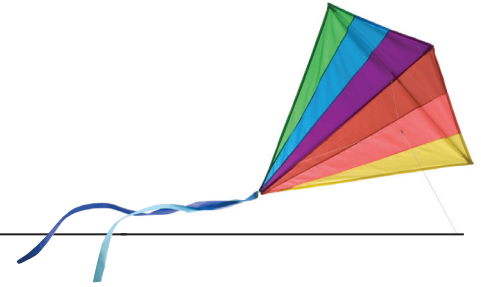




Alignment of

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

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WITH

**Alignment of District of Columbia Standards: Kindergarten Readiness (for three and four-year-olds)**  
**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 *Kindergarten Readiness Standards (for three and four-year-olds)* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

## References

- District of Columbia Public Schools, Office of Chief Academic Officer. (2010). *Kindergarten readiness standards (for three and four-year-olds)*. Washington, DC: Author.  
Retrieved March 28<sup>th</sup>, 2012, from <http://dc.gov/DCPS/In+the+Classroom/What+Students+Are+Learning/Learning+Standards+for+Grades+Pre-K-8>
- 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.

District of Columbia <i>Standards: Kindergarten Readiness</i> (for three and four-year-olds) Domains and Standards	<i>Teaching Strategies GOLD</i> ® Objectives, Dimensions, and Indicators
<b>Approaches to Learning:</b>	
Standard 1.1: Children demonstrate a curiosity and 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
Standard 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
Standard 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
Standard 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
Standard 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

<p>Standard 1.6: Children will follow directions and demonstrate interdependence.</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>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><b>Social and Emotional Development:</b></p>	
<p>Standard 2.1: Children demonstrate a strong, positive self-concept.</p>	<p>1. Regulates own emotions and behaviors  1c. Takes care of own needs appropriately  7 emerging to 8. Takes responsibility for own well-being</p> <p>29. Demonstrates knowledge about self</p>
<p>Standard 2.2: Children develop increasing capacity for self-control.</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>1. Regulates own emotions and behaviors  1b. Follows limits and expectations  6. Manages classroom rules, routines, and transitions with occasional reminders</p>

<p>Standard 2.3: Children will engage in positive interactions with others.</p>	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships <ul style="list-style-type: none"> <li>2b. Responds to emotional cues <ul style="list-style-type: none"> <li>6. Identifies basic emotional reactions of others and their causes accurately</li> </ul> </li> </ul> </li> <li>2. Establishes and sustains positive relationships <ul style="list-style-type: none"> <li>2c. Interacts with peers <ul style="list-style-type: none"> <li>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</li> </ul> </li> </ul> </li> <li>2. Establishes and sustains positive relationships <ul style="list-style-type: none"> <li>2d. Makes friends <ul style="list-style-type: none"> <li>6. Establishes a special friendship with one other child, but the friendship might only last a short while</li> </ul> </li> </ul> </li> <li>3. Participates cooperatively and constructively in group situations <ul style="list-style-type: none"> <li>3b. Solves social problems <ul style="list-style-type: none"> <li>6. Suggests solutions to social problems</li> </ul> </li> </ul> </li> </ul>
<p>Standard 2.4: Children demonstrate resiliency skills.</p>	<p>Not addressed specifically in <i>Teaching Strategies GOLD</i>®. Addressed generally by:</p> <ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships <ul style="list-style-type: none"> <li>2a. Forms relationships with adults <ul style="list-style-type: none"> <li>8. Engages with trusted adults as resources and to share mutual interests</li> </ul> </li> </ul> </li> <li>11. Demonstrates positive approaches to learning <ul style="list-style-type: none"> <li>11c. Solves problems <ul style="list-style-type: none"> <li>6. Solves problems without having to try every possibility</li> </ul> </li> </ul> </li> </ul>

<b>Language and Literacy-Listening and Speaking:</b>	
Standard 3.I.1: Children comprehend oral directions and explanations.	<p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>6. Follows directions of two or more steps that relate to familiar objects and experiences</p>
Standard 3.I.2: Children hear and discriminate the various sounds of language to develop auditory discrimination and phonemic awareness.	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>6. Decides whether two words rhyme</p> <p>15. Demonstrates phonological awareness</p> <p>15b. Notices and discriminates alliteration</p> <p>6. Matches beginning sounds of some words</p> <p>15. Demonstrates phonological awareness</p> <p>15c. Notices and discriminates smaller and smaller units of sound</p> <p>4. Hears and shows awareness of separate syllables in words</p>
Standard 3.I.3: Children ask questions for a variety of purposes and answer questions of peers and adults.	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>6. Engages in conversations of at least three exchanges</p>

<p>Standard 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>Standard 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><b>Language and Literacy-Reading:</b></p>	
<p>Standard 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>

Standard 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
Standard 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
Standard 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
Standard 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
Standard 3.II.6: Children comprehend stories and 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
<b>Language and Literacy-Writing:</b>	
Standard 3.III.1: Children understand the purposes of writing.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings



<p>Standard 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><b>NUMBER CONCEPTS:</b></p>	
<p>Standard 4.1: Children demonstrate a beginning understanding of numbers 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>
<p><b>PATTERNS, FUNCTIONS, AND ALGEBRA</b>  Standard 4.2: Children demonstrate a beginning understanding of patterns and use mathematical representations to describe patterns.</p>	<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>

<p><b>MEASUREMENT</b> Standard 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>	<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>
<p><b>GEOMETRY AND SPATIAL SENSE</b> Standard 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>	<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>
<p><b>DATA ANALYSIS AND PROBABILITY</b> Standard 4.5: Children question, collect, organize, represent, interpret, and analyze data to answer questions.</p>	<p>Not addressed specifically in <i>Teaching Strategies GOLD</i><sup>®</sup>. Addressed generally by:</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>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>Scientific Inquiry:</b></p>	
<p>Standard 5.1: Children develop inquiry and process skills.</p>	<p>24. Uses scientific inquiry skills</p> <p>28. Uses tools and other technology to perform tasks</p>
<p><b>Physical Science</b> Standard 5.2: Children develop an understanding of the physical properties and uses of materials and objects.</p>	<p>26. Demonstrates knowledge of the physical properties of objects and materials</p>
<p><b>Life Science</b> Standard 5.3: Children will develop an understanding of living things (plants and animals) and what they need to survive.</p>	<p>25. Demonstrates knowledge of the characteristics of living things</p>

<b>Earth Science</b> Standard 5.4: Children develop an understanding of Earth and the natural environment.	27. Demonstrates knowledge of Earth's environment
<b>Social Studies:</b>	
Standard 6.1: Children demonstrate a sense of self within the context of family.	29. Demonstrates knowledge about self
Standard 6.2: Children demonstrate an understanding of self within the context of community.	30. Shows basic understanding of people and how they live
Standard 6.3: Children begin to notice and acknowledge diversity.	30. Shows basic understanding of people and how they live
Standard 6.4: Children develop a basic understanding of economic concepts.	30. Shows basic understanding of people and how they live
Standard 6.5: Children begin to understand how people and things change over time.	31. Explores change related to familiar people or places
Standard 6.6: Children begin to demonstrate an understanding of basic geographic concepts.	32. Demonstrates simple geographic knowledge
Standard 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
<b>Creative Arts:</b>	
<b>Movement</b> Standard 7.1: Children move their bodies with increasing skill to express emotions and rhythms.	35. Explores dance and movement concepts
<b>Dramatic Play</b> Standard 7.2: Children use imaginative play as a vehicle to express life experiences and familiar stories.	36. Explores drama through actions and language

<p><b>Art</b> Standard 7.3: Children explore and gain increasing control over a variety of art media, using them to express their ideas.</p>	<p>33. Explores the visual arts</p> <p>14. Uses symbols and images to represent something not present</p> <p>14a. Uses symbols and images to represent something not present</p> <p>6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p>
<p><b>Music</b> Standard 7.4: Children express themselves through music and develop an appreciation for different forms of music.</p>	<p>34. Explores musical concepts and expression</p>
<p><b>Physical Development, Health and Safety:</b></p>	
<p><b>Gross Motor</b> Standard 8.1: Children move their bodies in ways that demonstrate increasing stamina, endurance, control, balance, and coordination.</p>	<p>4. Demonstrates traveling skills</p> <p>8. Contributes complex movements in play and games</p> <p>5. Demonstrates balancing skills</p> <p>8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills</p> <p>8. Manipulates balls or similar objects with a full range of motion</p>
<p><b>Fine Motor</b> Standard 8.2: Children apply hand, finger, and wrist movements in ways that demonstrate increasing eye-hand coordination, strength, and control.</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> <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>
<p><b>Sensorimotor</b> Standard 8.3: Children use sensory information to guide motion.</p>	<p>Not addressed specifically in <i>Teaching Strategies GOLD</i><sup>®</sup>. 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>
<p><b>Health and Safety</b> Standard 8.4: Children practice behaviors that promote their health and safety.</p>	<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>

