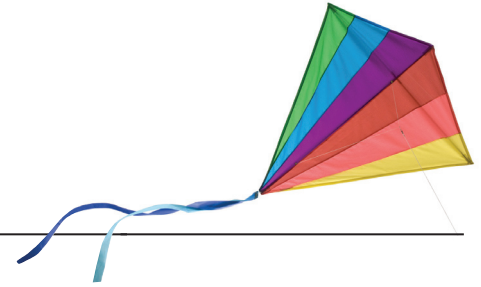




Alignment of



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



WITH

Alignment of the *Iowa Early Learning Standards: Preschool*
With
Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten

This document aligns the areas, standards, and benchmarks in the *Iowa Early Learning Standards: Preschool* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

- Iowa Department of Education and Iowa Department of Human Services. (2006). *Iowa Early Learning Standard*. 2006. Des Moines, IA: State of Iowa Departments of Education and Human Services. Retrieved March 31, 2010 from <http://www.state.ia.us/earlychildhood/docs/IAearlylearningstandards.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, Inc.

Iowa Early Learning Standards: Areas, Standards, and Benchmarks	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
Area 7 Physical Well-Being and Motor Development	
7.1 Healthy and Safe Living	
Standard: Children understand healthy and safe living practices.	
The child:	
1. begins to recognize and select healthy foods.	29. Demonstrates knowledge about self
2. follows healthy self-care routines (brushing teeth and washing hands).	29. Demonstrates knowledge about self 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
3. demonstrates safe behaviors regarding environment (stranger, tornado, fire, traffic), substances (drugs, poisons), and objects (guns, knives, scissors).	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
7.2 Play and Senses	
Standard: Children engage in play to learn.	
The child:	
1. participates in a variety of indoor and outdoor play activities that increase strength, endurance, and flexibility.	29. Demonstrates knowledge about self 6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
2. uses sights, smells, sounds, textures, and tastes to discriminate between, explore, and experience activities and materials.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
7.3 Large Motor Development	
Standard: Children develop large motor skills.	
The child:	
1. shows control and balance in locomotor skills, such as walking, running, jumping, hopping, marching, galloping, and skipping.	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
2. shows abilities to coordinate movements with balls, such as throwing, kicking, catching, and bouncing.	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
7.4 Fine Motor Development	
Standard: Children develop fine motor skills.	
The child:	
1. uses hand-eye coordination to perform self-help and fine-motor tasks with a variety of manipulative materials.	7a. Uses fingers and hands 6. Uses refined wrist and finger movements
2. shows increased skills in using scissors and writing tools for various learning	7b. Uses writing and drawing tools

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activities.	6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
Area 8 Approaches to Learning	
8.1 Curiosity and Initiative	
Standard: Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.	
The child:	
1. explores and experiences activities and ideas with eagerness, flexibility, imagination, independence, and inventiveness.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas 11e. Shows flexibility and inventiveness in thinking 6. Changes plans if a better idea is thought of or proposed
2. chooses to explore a variety of activities and experiences with a willingness to try new challenges.	11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
8.2 Engagement and Persistence	
Standard: Children purposefully choose and persist in experiences and activities.	
The child:	
1. persists in and completes a variety of both caregiver-directed and self-initiated tasks, activities, projects, and experiences.	11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
2. maintains concentration on a task.	11a. Attends and engages 6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
8.3 Problem Solving	
Standard: Children demonstrate strategies for reasoning and problem solving.	
The child:	
1. shows interest in and finds a variety of solutions to questions, tasks, or problems.	11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
2. recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and caregivers.	11c. Solves problems 6. Solves problems without having to try every possibility 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Area 9 Social and Emotional Development	

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9.1 Self	
Standard: Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.	
The child:	
1. expresses sense of self in terms of specific abilities.	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
2. expresses needs, wants, and feelings in socially appropriate ways.	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
3. shows increasing confidence and independence in a variety of tasks and routines, expresses pride in accomplishments.	1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
9.2 Self-Regulation	
Standard: Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.	
The child:	
1. shows increasing capacity to monitor own behavior, following and contributing to classroom procedures.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
2. uses materials purposefully, safely, and respectfully.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
3. begins to accept consequences of own actions.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
4. manages transitions and changes to routines.	1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
5. states feelings, needs, and opinions in difficult situations without harming self, others, or property.	1a. Manages feelings 6. Is able to look at a situation differently or delay gratification
9.3 Relationships with Caregivers	
Standard: Children relate positively to caregivers who work with them.	
The child:	
1. interacts comfortably with a range of familiar caregivers.	2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
2. accepts guidance, comfort, and directions from a range of familiar caregivers.	1b. Follows limits and expectations 4. Accepts redirection from adults

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3. shows trust in familiar caregivers.	2a. Forms relationships with adults 6. Manages separations without distress and engages with trusted adults
4. seeks help as needed from familiar caregivers.	3b. Solves social problems 4. Seeks adult help to resolve social problems
9.4 Relationships with Children	
Standard: Children develop the ability to interact with peers respectfully and to form positive peer relationships.	
The child:	
1. sustains interactions with peers.	2c. Interacts with peers 4. Uses successful strategies for entering groups
2. develops friendships with other peers.	2d. Makes friends 4. Plays with one or two preferred playmates
3. negotiates with others to resolve disagreements.	3b. Solves social problems 6. Suggests solutions to social problems
4. takes turns with others.	3a. Balances needs and rights of self and others 4. Takes turns
9.5 Awareness of Community	
Standard: Children have an increasing awareness of belonging to a family, community, culture, and program.	
The child:	
1. shows that he/she values others within the classroom/program, family, and community.	2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others 30. Shows basic understanding of people and how they live
2. shows early understanding of the concepts of justice, fairness, individual rights, and the welfare of the community and its members.	2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others 30. Shows basic understanding of people and how they live
3. shows responsibility as a member of a community.	30. Shows basic understanding of people and how they live
4. shows acceptance of persons from different cultures and ethnic groups.	30. Shows basic understanding of people and how they live
Area 10 Communication, Language, and Literacy	
10.1 Language Understanding and Use	
Standard: Children understand and use communication and language for a variety of purposes.	
The child:	
1. shows a steady increase in listening and speaking vocabulary.	9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
2. initiates, listens, and responds appropriately in conversations with peers and	10a. Engages in conversations

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caregivers.	6. Engages in conversations of at least three exchanges 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
3. speaks in sentences of increasing length and grammatical complexity.	9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
4. follows simple oral directions that involve several actions.	8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
5. asks and answers a variety of question types.	8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
10.2 Early Literacy	
Standard: Children engage in early reading experiences.	
The child:	
1. shows an interest and enjoyment in listening to books and attempts to read familiar books.	18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
2. displays book handling knowledge (turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).	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
3. shows an awareness of environmental print.	17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
4. identifies some alphabet letters by their shapes, especially those in his/her own name.	16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
5. recognizes the printed form of his/her name in a variety of contexts.	17b. Uses print concepts

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	6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
6. demonstrates comprehension of a book.	18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
7. demonstrates awareness that language is made up of words, parts of words, and sounds in words.	15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
10.3 Early Writing	
Standard: Children engage in early writing experiences.	
The child:	
1. attempts to communicate with others using scribbles, shapes, pictures, and/or letters to write.	14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 19a. Writes name 5. Partially accurate name 19b. Writes to convey meaning 4. Letter strings
2. experiments with a variety of writing tools (pencils, crayons, brushes, chalk) and materials.	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
3. tells others about intended meaning of drawings and writing.	14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is
Area 11 Mathematics and Science	
11.1 Comparison and Number	
Standard: Children understand amount, including use of numbers and counting.	
The child:	
1. shows recognition and naming of numerals (1, 2, 3).	20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects

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2. counts objects, matching numbers one-to-one with objects.	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
3. uses language such as <i>more</i> or <i>less</i> to compare quantities.	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
11.2 Patterns	
Standard: Children understand patterns.	
The child:	
1. shows skills in recognizing and creating some patterns.	23. Demonstrates knowledge of patterns 4. Copies simple repeating patterns
2. predicts what comes next in a pattern.	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
11.3 Shapes and Spatial Relationships	
Standard: Children understand of spatial relationships.	
The child:	
1. demonstrates understanding of spatial words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.	21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>)
2. shows more recognition for some simple shapes.	21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
3. notices similarities and differences among 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
4. notices how shapes fit together to form other 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
11.4 Scientific Reasoning	
Standard: Children and toddlers observe, describe, and predict the world around them.	
The child:	
1. shows curiosity about living and non-living things.	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

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2. notices, describes, and predicts changes in the environment.	24. Uses scientific inquiry skills 27. Demonstrates knowledge of Earth's environment
3. shows respect for living things.	25. Demonstrates knowledge of the characteristics of living things
11.5 Scientific Problem Solving	
Standard: Children apply and adapt strategies to solve problems.	
The child:	
1. uses his/her senses and variety of strategies to solve problems.	11c. Solves problems 6. Solves problems without having to try every possibility 24. Uses scientific inquiry skills
2. invents strategies to figure out answers to problems.	11c. Solves problems 6. Solves problems without having to try every possibility 24. Uses scientific inquiry skills
3. when unsuccessful at solving problems, experiments and adapts strategies.	11c. Solves problems 6. Solves problems without having to try every possibility 24. Uses scientific inquiry skills
11.6 Measurement	
Standard: Children understand comparisons and measurement.	
The child:	
1. sorts, classifies, and puts objects in series, using a variety of properties.	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 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
2. makes comparisons among several objects based on one or more attributes (length, size, weight) and using words such as shorter, taller, bigger, smaller, heavier, lighter.	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
Area 12 Creative Arts	
12.1 Art	
Standard: Children explore art through a variety of media.	
The child:	
1. uses a variety of two- and three-dimensional media (drawing materials, paint, clay, wood, markers) to create original works, form, and meaning.	33. Explores the visual arts

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2. expresses ideas about own artwork and artwork of others, relating artwork to what is happening in the environment, life, classroom, etc.	33. Explores the visual arts
12.2 Music, Rhythm, and Movement	
Standard: Children participate in a variety of music and movement experiences.	
1. participates in a variety of musical and rhythmic experiences, including singing, listening, and finger-plays.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
2. notices differences in pitch, tempo, dynamics, and timbre.	34. Explores musical concepts and expression 35. Explores dance and movement concepts
12.3 Dramatic Play	
Standard: Children engage in dramatic play experiences.	
1. shows creativity and imagination to use materials and assume different roles in dramatic play situations.	14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 36. Explores drama through actions and language
2. interacts with peers in dramatic play activities that become more extended and complex.	14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes 36. Explores drama through actions and language