



Alignment of



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



WITH

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

With the

Louisiana Standards for Programs Serving Four-Year-Old Children

This document aligns the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*® assessment system with the standards, indicators, and grade-level expectations in the *Louisiana Standards for Programs Serving Four-Year-Old Children*.

References

Louisiana Department of Education.(2010). *Louisiana standards for programs serving four-year-old children*. Baton Rouge, LA: Author. Retrieved from <http://www.louisianabelieves.com/docs/early-childhood/standards-for-programs-serving-four-year-old-children.pdf?sfvrsn=2>

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>Louisiana Standards for Programs Serving Four-Year-Old Children</i>	<i>Teaching Strategies GOLD® Objectives for Development & Learning</i>
APPROACHES TO LEARNING	
Reasoning and Problem-Solving	
STANDARD: Develop learning and thinking skills through gaining, refining, and applying knowledge	
INDICATOR: NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Demonstrate an intrinsic motivation to learn by displaying interest in real world experiences	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 6. Shows eagerness to learn about a variety of topics and ideas
2. Demonstrate the ability to think systematically and use reasoning skills	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions 24. Uses scientific inquiry skills
3. Use a variety of strategies to investigate possible solutions when problem-solving	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.
4. Approach tasks and experiences with flexibility, imagination, and inventiveness to create new ideas outside of his/her own experience	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks
5. Discuss ideas and experiences with others, utilizing any form of communication	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
6. Reflect on investigations and their results by making observations and possibly forming new ideas	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation

APPROACHES TO LEARNING	
Initiative, Engagement, and Persistence	
STANDARD: Demonstrate initiative, engagement, and persistence in learning	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Show curiosity and interest in learning new things and trying new experiences	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
2. Demonstrate initiative and independence in selecting and carrying out activities	11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 4. Uses creativity and imagination during play and routine tasks 14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
3. Maintain attention in child-initiated and teacher-initiated activities for short periods of time, despite distractions and interruptions	11. Demonstrates positive approaches to learning 11a. Attends and engages 5 emerging to 6. Sustains work on age appropriate, interesting tasks; can ignore most distractions and interruptions
4. Demonstrate an increasing ability to plan and work towards completion of tasks and activities, even when faced with frustration because the task or activity is difficult	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful

APPROACHES TO LEARNING	
Curiosity and Eagerness to Learn	
STANDARD: Engage in play-based learning for sustained periods of time to acquire knowledge about themselves and their world	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATIONS	
1. Make choices about play activities, materials, and playmates/companions	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
2. Engage in unfamiliar activities during play	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
3. Use prior knowledge and experiences to learn new skills during play	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
4. Use manipulatives and other hands-on materials to learn concepts and skills related to core content areas	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
5. Describe play experiences using English or another language or another mode of communication	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items

MATHEMATICAL DEVELOPMENT	
Number and Number Relations	
STANDARD: Understand numbers, ways of representing numbers and relationships between numbers and numerals	
INDICATOR:	
PK-CM-N1* Compare numbers of objects	
GRADE-LEVEL EXPECTATION	
5. Compares sets of objects using same/different and more/less/fewer	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
INDICATOR:	
PK-CM-N2 Perform one-to-one correspondence	
GRADE-LEVEL EXPECTATION	
2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	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
INDICATOR:	
PK-CM-N3 Count by rote	
GRADE-LEVEL EXPECTATION	
1. Count by ones 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
INDICATOR:	
PK-CM-N4 Begin to count objects	
GRADE-LEVEL EXPECTATION	
2. Count a set of 5 of fewer objects using 1 to 1 correspondence between number names and objects	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

INDICATOR: PK-CM-N5 Begin to recognize numerals	
GRADE-LEVEL EXPECTATION	
4. Identifies numerals 1-5	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
INDICATOR: PK-CM-N6 Begin to demonstrate estimation skills	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	No corresponding objective for development and learning
INDICATOR: PK-CM-M1* Experience, compare, and use language relating to time	
GRADE-LEVEL EXPECTATION	
7. Use words such as day/week, month, schedule, morning, noon, night	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
INDICATOR: PK-CM-M2 Anticipate, remember, and describe sequences of events	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	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

INDICATOR: PK-CM-M3 Use mathematical language to describe experiences involving measurement	
GRADE-LEVEL EXPECTATION	
6. Use comparative vocabulary in measurement settings (long/longer, more/less, short/shorter, bigger/smaller, hotter/colder, heavier/lighter) • Use comparison terms, such as heavy/light, long/short, more/less, or big/little	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
INDICATOR: PK-CM-M4 Measure objects in the physical world using nonstandard units of measurement	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
MATHEMATICAL DEVELOPMENT	
Geometry	
STANDARD: Develop an understanding of geometrical and spatial concepts	
INDICATOR: PK-CM-G1* Recognize, name, describe, compare, and create basic shapes.	
GRADE-LEVEL EXPECTATION	
8. Identify rectangles, squares, circles, and triangles using concrete models.	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)

INDICATOR: PK-CM-G2 Identify shapes to describe physical world	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 4. Identifies a few basic shapes (circle, square, triangle)
INDICATOR: PK-CM-G3 Describe and interpret spatial sense: positions, directions, distances, and order	
GRADE-LEVEL EXPECTATION	
3. Identify an object's position as first or last	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
10. Use words that indicate direction and position of an object (up, down, over, under, above, below, beside, in, out, behind).	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
11. Recognize and manipulate an object's position in space.	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (beside, between, next to)

MATHEMATICAL DEVELOPMENT	
Data Analysis	
STANDARD: Investigate, organize, respond, and create representations	
INDICATOR: PK-CM-D1* Sort and classify materials by one or more characteristics	
GRADE-LEVEL EXPECTATION	
9. Sort concrete objects by attribute (shape, size, color)	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
INDICATOR: PK-CM-D2 Collect and organize data about themselves, their surroundings, and meaningful experiences	
GRADE-LEVEL EXPECTATION	
12. Arrange objects/pictures to make an object or picture graph	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
INDICATOR: PK-CM-D3 Interpret simple representations in data	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	24. Uses scientific inquiry skills 31. Explores change related to familiar people or places
MATHEMATICAL DEVELOPMENT	
Patterns and Relationships	
STANDARD: Identify and create patterns	
INDICATOR: PK-CM-P1* Recognize patterns in the physical world	
GRADE-LEVEL EXPECTATION	
13. Recognize and copy repeated patterns (concrete objects, songs, rhymes, and body movements)	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns

INDICATOR: PK-CM-P2 Describe, copy, extend, create patterns and make predictions about patterns	
GRADE-LEVEL EXPECTATION	
13. Recognize and copy repeated patterns (concrete objects, songs, rhymes, and body movements)	23. Demonstrates knowledge of patterns 6. Extends and creates simple repeating patterns
INDICATOR: PK-CM-P3 Seriate objects	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	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
SCIENTIFIC DEVELOPMENT	
Inquiry	
STANDARD: Begin to engage in partial and full inquiries	
INDICATOR: PK-CS-I1 Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment.	
GRADE-LEVEL EXPECTATION	
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) 2. Pose questions that can be answered by using students' own observations and scientific knowledge	27. Demonstrates knowledge of Earth's environment 24. Uses scientific inquiry skills
INDICATOR: PK-CS-I2 Conduct simple scientific investigations	
GRADE-LEVEL EXPECTATION	
16. Explore the motion of objects by using balls, toy cars, or spinning tops	26. Demonstrates knowledge of the physical properties of objects and materials

INDICATOR: PK-CS-13 Make observations using senses	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	24. Uses scientific inquiry skills
INDICATOR: PK-CS-14 Employ equipment and tools to gather data and extend sensory observations	
GRADE-LEVEL EXPECTATION	
4. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data	28. Uses tools and other technology to perform tasks
7. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties)	28. Uses tools and other technology to perform tasks
8. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope)	28. Uses tools and other technology to perform tasks
12. Determine whether one object weighs more or less than another by using a pan balance	24. Uses scientific inquiry skills
INDICATOR: PK-CS-15 Collect, interpret, communicate data and findings from observations and experiments in oral and written formats	
GRADE-LEVEL EXPECTATION	
5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
6. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios)	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

INDICATOR: PK-CS-I6 Use appropriate scientific vocabulary related to topics	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
SCIENTIFIC DEVELOPMENT	
Physical Science	
STANDARD: Begin to acquire scientific knowledge related to physical science	
INDICATOR: PK-CS-P1 Begin investigating states of matter: solids, liquids, and gases	
GRADE-LEVEL EXPECTATION	
10. Determine whether objects float or sink through investigations	26. Demonstrates knowledge of the physical properties of objects and materials
13. Compare the properties of different solids and liquids through observation	26. Demonstrates knowledge of the physical properties of objects and materials
14. Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand)	26. Demonstrates knowledge of the physical properties of objects and materials
INDICATOR: PK-CS-P2 Describe objects by their physical properties	
GRADE-LEVEL EXPECTATION	
9. Sort objects using one characteristic	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
18. Identify selected substances as hot or cold	26. Demonstrates knowledge of the physical properties of objects and materials

INDICATOR: PK-CS-P3 Explore the physical world using five senses	
GRADE-LEVEL INDICATOR	
3. Use the five senses to describe observations	24. Uses scientific inquiry skills
15. Demonstrate motion by using students' own bodies	26. Demonstrates knowledge of the physical properties of objects and materials
17. Identify different sounds as soft or loud	26. Demonstrates knowledge of the physical properties of objects and materials
INDICATOR: PK-CS-P4 Explore simple machines, magnets, and sources of energy	
GRADE-LEVEL EXPECTATION	
11. Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors	26. Demonstrates knowledge of the physical properties of objects and materials
SCIENTIFIC DEVELOPMENT	
Life Science	
STANDARD: Begin to acquire scientific knowledge related to life science	
INDICATOR: PK-CS-L1 Explore, observe, and describe a variety of living things	
GRADE-LEVEL EXPECTATION	
19. Identify parts of the body and how they move	25. Demonstrates knowledge of the characteristics of living things
20. Give examples of different kinds of plants and different kinds of animals	25. Demonstrates knowledge of the characteristics of living things
21. Distinguish food items from nonfood items	26. Demonstrates knowledge of the physical properties of objects and materials
22. Learn about animals and plants through nonfiction literature	25. Demonstrates knowledge of the characteristics of living things

<i>(continued from p. 13)</i>	
23. Observe and care for pets and plants	25. Demonstrates knowledge of the characteristics of living things
24. Describe plants and animals in the schoolyard or home environments	25. Demonstrates knowledge of the characteristics of living things 27. Demonstrates knowledge of Earth's environment
INDICATOR: PK-CS-L2 Explore, observe, and describe a variety of non-living things	
GRADE-LEVEL EXPECTATION	
25. Explore and describe various properties of rocks, minerals, and soils	27. Demonstrates knowledge of Earth's environment
INDICATOR: PK-CS-L3 Explore, observe, describe, and participate in a variety of activities related to preserving their environment	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	27. Demonstrates knowledge of Earth's environment
INDICATOR: PK-CS-L4 Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	25. Demonstrates knowledge of the characteristics of living things
SCIENTIFIC DEVELOPMENT	
Earth Science	
STANDARD: Begin to acquire scientific knowledge related to earth science	
INDICATOR: PK-CS-ES1 Investigate, compare, and contrast seasonal changes in their immediate environment	
GRADE-LEVEL EXPECTATION	
9. Sort concrete objects by attribute (shape, size, color)	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

INDICATOR: PK-CS-ES2 Discover through observation that weather can change from day to day	
GRADE-LEVEL EXPECTATION	
26. Describe the weather and its daily changes	27. Demonstrates knowledge of Earth’s environment
27. Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions	27. Demonstrates knowledge of Earth’s environment
INDICATOR: PK-CS-ES3 Use vocabulary to describe major features of the earth and sky	
GRADE-LEVEL EXPECTATION	
28. Learn about objects in the sky through nonfiction literature	27. Demonstrates knowledge of Earth’s environment
SOCIAL STUDIES DEVELOPMENT	
Geography	
STANDARD: Develop an understanding of location, place, relationships within places, movement, and region	
INDICATOR: PK-CSS-G1 Include representations of roads, bodies of water, and buildings in their play	
GRADE-LEVEL EXPECTATION	
1. Identify representations of roads, bodies of water, and buildings in play activities	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 4. Draws or constructs, and then identifies what it is 32. Demonstrates simple geographic knowledge

INDICATOR: PK-CSS-G2 Use words to indicate directionality, position, and size	
GRADE-LEVEL EXPECTATION	
<i>No corresponding GLE</i>	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
INDICATOR: PK-CSS-G3 Develop awareness of the world around them	
GRADE-LEVEL EXPECTATION	
2. Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives)	32. Demonstrates simple geographic knowledge
SOCIAL STUDIES DEVELOPMENT	
Civics	
STANDARD: Develop community and career awareness	
INDICATOR: PK-CSS-C1 Recognize community workers and increase awareness of their jobs	
GRADE-LEVEL EXPECTATION	
3. Identify community workers and their jobs	30. Shows basic understanding of people and how they live
INDICATOR: PK-CSS-C2 Identify his/her role as a member of family/class	
GRADE-LEVEL EXPECTATION	
5. Participate in patriotic activities	30. Shows basic understanding of people and how they live

SOCIAL STUDIES DEVELOPMENT	
Economics	
STANDARD: Develop an understanding of how basic economic concepts relate to their everyday lives	
INDICATOR: PK-CSS-E1 Demonstrate an awareness of money being used to purchase things	
GRADE-LEVEL EXPECTATION	
6. Demonstrate an awareness of the uses of money in play activities	30. Shows basic understanding of people and how they live
SOCIAL STUDIES DEVELOPMENT	
History	
STANDARD: Develop an understanding of the concept of time	
INDICATOR: PK-CSS-H1 Use words to describe time (yesterday, today, tomorrow)	
GRADE-LEVEL EXPECTATION	
7. Demonstrate an awareness of time by using and responding to such words as yesterday, today, and tomorrow	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
CREATIVE ARTS DEVELOPMENT	
Music	
STANDARD: Begin to participate in musical activities, perform and create music	
INDICATOR: NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Respond to variations in music – pitch, volume, tempo, beat, rhythm, or patterns	34. Explores musical concepts and expression
2. Express thoughts and feelings in response to a variety of diverse types of music	34. Explores musical concepts and expression
3. Make music	34. Explores musical concepts and expression

CREATIVE ARTS DEVELOPMENT	
Movement	
STANDARD: Begin to participate in creative movement activities	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Observe or participate in various forms of movement	35. Explores dance and movement concepts
2. Show creativity through movement	35. Explores dance and movement concepts
CREATIVE ARTS DEVELOPMENT	
Visual Art	
STANDARD: Respond to and begin to create various forms of visual art	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Observe and/or describe various forms of art	33. Explores the visual arts
2. Create individual and/or group art	33. Explores the visual arts
CREATIVE ARTS DEVELOPMENT	
Dramatic Art	
STANDARD: Participate in, perform, and create dramatic art	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Experience and respond to a variety of dramatic performances (puppetry, story-telling, dance, plays, pantomime, theater)	36. Explores drama through actions and language
2. Role play or use puppets to express feelings, dramatize stories, mimic social behaviors observed in adults, re-enact real-life roles and experiences	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
	36. Explores drama through actions and language

3. Participate in activities using symbolic materials and gestures to represent real objects and situations	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else 36. Explores drama through actions and language
HEALTH AND PHYSICAL DEVELOPMENT	
Health and Hygiene	
STANDARD: Develop health and hygiene skills	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Demonstrate an awareness of healthy practices	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
2. Exhibit good hygiene habits and self-help skills	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
HEALTH AND PHYSICAL DEVELOPMENT	
Environmental Hazards	
STANDARD: Begin to develop awareness of potential hazards in their environments	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Identify potentially harmful objects, substances, behaviors, and/or situations	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
2. Be aware of and follow universal safety rules	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

HEALTH AND PHYSICAL DEVELOPMENT	
Gross Motor	
STANDARD: Develop gross motor skills	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Develop coordination, balance and spatial awareness	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
2. Coordinate movements to perform tasks and try new skills indoors and/or outdoors	6. Demonstrates gross-motor manipulative skills 8. Manipulates balls or similar objects with a full range of motion
HEALTH AND PHYSICAL DEVELOPMENT	
Fine Motor	
STANDARD: Develop fine motor skills	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Strengthen and control small muscles in hands	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
2. Exhibit manual coordination	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements
3. Participate in eye-hand coordination activities and develop spatial awareness	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 6. Uses refined wrist and finger movements

LANGUAGE AND LITERACY DEVELOPMENT	
Listening	
STANDARD: Develop and expand listening skills	
INDICATOR: PK-LL-L1 Listen with understanding to directions and conversations	
GRADE-LEVEL EXPECTATION	
8. Listen to a story and state orally what the story is about 10. Share related life experiences after stories are read aloud	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 12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
INDICATOR: PK-LL-L2 Follow directions that involve two- or three-step sequence of actions	
GRADE-LEVEL EXPECTATION	
24. Follow one- and two-step verbal and nonverbal directions 8. Listen to a story and state orally what the story is about	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 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>INDICATOR: PK-LL-L3 Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness</p>	
<p>GRADE-LEVEL EXPECTATION</p>	
<p>1. Demonstrate understanding of phonological awareness by doing the following:</p> <p style="padding-left: 40px;">Manipulating endings of words and nonsense words to make rhyming sounds</p> <p style="padding-left: 40px;">Manipulating syllables in spoken words (segment/blend)</p> <p style="padding-left: 40px;">Identifying and manipulating onset and rime in words with three sounds (onset of the word cake is /k/ and the rime of the word cake is /-ake/)</p> <p style="padding-left: 40px;">Repeating each word in a simple sentence</p> <p>2. Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds</p>	<p>15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously</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 identifying and manipulating onset and rime in words with three sounds (onset of the word cake is /k/ and the rime of the word cake is /-ake/)</p> <p>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime repeating each word in a simple sentence</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>15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words</p>

<p>3. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first name in print Identifying at least eight uppercase or lowercase letters, focusing on those in the student’s name</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</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>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p> <p>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</p>
<p>INDICATOR: PK-LL-L4 Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books</p>	
<p>GRADE-LEVEL EXPECTATION</p>	
<p>5. Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</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>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</p>

INDICATOR: PK-LL-L5 Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information	
GRADE-LEVEL EXPECTATION	
28. Listen and orally respond to questions about media, including music and videos	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
30. Identify a computer mouse and its purpose (i.e., to navigate the screen)	28. Uses tools and other technology to perform tasks
LANGUAGE AND LITERACY DEVELOPMENT	
Speaking	
STANDARD: Communicate experiences, ideas, and feelings through speaking	
INDICATOR: PK-LL-S1 Develop and expand expressive language skills	
GRADE-LEVEL EXPECTATION	
7. Role-play using different voices to represent characters in familiar stories	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
10. Share related life experiences after stories are read aloud	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
11. Orally express thoughts about characters or events in a story	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>21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants</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>22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community</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>23. Repeat an instruction given orally</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>29. Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a 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>31. Identify and use information that is formatted in a chart or graph, such as a daily schedule</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>

INDICATOR: PK-LL-S2 Use new vocabulary in spontaneous speech	
GRADE-LEVEL EXPECTATION	
<p>11. Orally express thoughts about characters or events in a story</p> <p>21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</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> <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>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</p>

<p>INDICATOR: PK-LL-S3 Ask and answer relevant questions and share experiences individually and in groups</p>	
<p>GRADE-LEVEL EXPECTATION</p>	
<p>9. Answer simple questions about a story read aloud</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>14. Use simple reasoning skills, including asking simple questions about a story read aloud</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>22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community</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>26. Speak about life experiences or topics of interest</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>

LANGUAGE AND LITERACY DEVELOPMENT	
Reading	
STANDARD: Engage in activities and promote the acquisition of emergent reading skills	
INDICATOR: PK-LL-R1 Actively engage in reading experiences	
GRADE-LEVEL EXPECTATION	
<p>14. Use simple reasoning skills, including identifying reality and fantasy in texts read aloud</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</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>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</p>

INDICATOR: PK-LL-R2 Retell information from a story	
GRADE-LEVEL EXPECTATION	
<p>11. Orally express thoughts about characters or events in a story</p> <p>12. Demonstrate understanding of texts read aloud using a variety of strategies, including:</p> <ul style="list-style-type: none"> • Sequencing two or three pictures to illustrate events in a story • Participating in a group discussion to predict what a book will be about • Determining whether the prediction was accurate <p>13. Identify problems and solutions in stories that are read aloud</p> <p>14. Use simple reasoning skills, including determining why something happens in a story read aloud</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> <p>18. Comprehends and responds to books and other texts 18c. Retells stories 4. Retells familiar stories using pictures or props as prompts</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p> <p>18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</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> <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>

25. Retell part of a favorite story	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
INDICATOR: PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge	
GRADE-LEVEL EXPECTATION	
<p>5. Demonstrate understanding of book and print concepts by doing the following:</p> <ul style="list-style-type: none"> • Recognizing that a book has a cover and identifying the cover and title of a book • Holding a book right side up • Differentiating between an illustration and printed text • Recognizing that print is read left-to-right and top-to-bottom <ul style="list-style-type: none"> ○ Recognize and begin writing own name, demonstrating that letters are grouped to form words ○ Pretend to read by pointing with a finger while reciting text ○ Look at books appropriately, turning one page at a time, left to right over text, going from top to bottom, front to back of book ○ Recognize familiar logos, such as McDonald’s or Wal-Mart ○ Recognize book by cover 	<p>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</p> <p>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</p> <p>17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow</p>

INDICATOR: PK-LL-R4 Use emerging reading skills to make meaning from print	
GRADE-LEVEL EXPECTATION	
6. Relate pictures to characters	18. Comprehends and responds to books and other texts 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
9. Answer simple questions about a story read aloud	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
LANGUAGE AND LITERACY DEVELOPMENT	
Writing	
STANDARD: Engage in activities that promote the acquisition of emergent writing skills	
INDICATOR: PK-LL-W1 Experiment with a variety of writing tools, materials, and surfaces	
GRADE-LEVEL EXPECTATION	
15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms
INDICATOR: PK-LL-W2 Use forms of shapes and letter-like symbols to convey ideas	
GRADE-LEVEL EXPECTATION	
15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like form
17. Write informal notes, lists, and letters using scribble writing and/or pictures	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms

<p>19. Scribble write or draw a picture of a life experience or response to a text read aloud</p> <p>20. Demonstrate consistent top-to-bottom formation for letters or letter-like forms</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like forms</p>
<p>INDICATOR: PK-LL-W3 Participate in a variety of writing activities focused on meaningful words and print in the environment</p>	
<p>GRADE-LEVEL EXPECTATION</p>	
<p>15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept</p> <p>16. Orally generate words, ideas, and lists for group writing activities</p> <p>17. Write informal notes, lists, and letters using scribble writing and/or pictures</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p> <ul style="list-style-type: none"> • Use a variety of writing utensils and props to encourage writing in different centers, such as <ul style="list-style-type: none"> ○ Journals, sign-in sheets, name cards, cards with words and pictures in the writing center ○ Counter checks, grocery store advertisements with paper to make grocery list in the dramatic play center ○ Materials to make books, cards, or write messages in the art center 	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like form</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or mark</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like form</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p>

<p><i>(continued from p. 32)</i></p> <ul style="list-style-type: none"> ○ Paper, tape, dowels, and play dough to make signs or enhance structures in the block center ○ Paper or blank books to record observations of animals or results of experiments in the science center 	
<p>INDICATOR: PK-LL-W4 Demonstrate an interest in using writing for a purpose</p>	
<p>GRADE-LEVEL EXPECTATION</p>	
<p>17. Write informal notes, lists, and letters using scribble writing and/or pictures</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p> <p>19. Scribble write or draw a picture of a life experience or response to a text read aloud</p>	<p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 3. Mock letters or letter-like form</p> <p>19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling</p> <p>19. Demonstrates emergent writing skills 19a. Writes name 3. Mock letters or letter-like forms</p>

SOCIAL AND EMOTIONAL DEVELOPMENT	
Self-Regulation	
STANDARD: Develop self-regulation by increasing one’s ability to control actions, thinking processes, and emotions	
INDICATOR: NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Follow rules and routines and adapt to changes in rules and routines	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
2. Express feelings, needs, and wants in a manner that is age appropriate to the situation	1. Regulates own emotions and behaviors 1a. Manages feelings 8. Controls strong emotions in an appropriate manner most of the time.
3. Demonstrate control over impulsive behaviors in various settings	1. Regulates own emotions and behaviors 1a. Manages feelings 6. Is able to look at a situation differently or delay gratification 3. Participates cooperatively and constructively in group settings 3a. Balance needs and rights of self and others 4. Takes turns
SOCIAL AND EMOTIONAL DEVELOPMENT	
Self-Identity	
STANDARD: Develop positive self-identity by valuing oneself and feeling a sense of belonging	
INDICATOR: NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATIONS	
1. Recognize oneself as having unique characteristics and preferences	29. Demonstrates knowledge about self

2. Recognize and express feelings	3. Participates cooperatively and constructively in group settings 3a. Balance needs and rights of self and others 8. Cooperates and shares ideas and materials in socially acceptable ways
3. Discuss his/her own family	29. Demonstrates knowledge about self
4. Demonstrate confidence in range of abilities and express pride in accomplishments	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
5. Attempt new experiences	2. Establishes and sustains positive relationships 2a. Forms relationships with adults 6. Manages separation without distress and engages with trusted adults
SOCIAL AND EMOTIONAL DEVELOPMENT	
Self-Reliance	
STANDARD: Develop self-reliance by demonstrating independence and self-help skills	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATIONS	
1. Develop 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
2. Choose activities and use materials appropriately, purposefully, respectfully, and safely	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 5 emerging to 6. Initiates the sharing of materials in the classroom and outdoors
3. Show increasing competence in a wide range of self-care activities	1. Regulates own emotions and behaviors 1a. Takes care of own needs appropriately 5 emerging to 6. Demonstrates confidence in meeting own needs
4. Seek guidance from peers and adults when needed	1. Regulates own emotions and behaviors 1a. Takes care of own needs appropriately 4. Seeks to do things for self

SOCIAL AND EMOTIONAL DEVELOPMENT	
Respect for Others	
STANDARD: Develop a respect for and understanding of others	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATIONS	
1. Recognize and respect the feelings, needs, and rights of others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 6. Identifies basic emotional reactions of others and their causes appropriately 30. Shows basic understanding of people and how they live
2. Demonstrate growing understanding of how one's actions affect others	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 4. Demonstrates concern about the feelings of others
3. Demonstrate awareness of and respect for uniqueness of others	30. Shows basic understanding of people and how they live
SOCIAL AND EMOTIONAL DEVELOPMENT	
Interpersonal Skills	
STANDARD: Develop interpersonal skills that foster positive relationships	
INDICATOR:	
NOTE: PreK Indicators do not apply to this Standard	
GRADE-LEVEL EXPECTATION	
1. Play cooperatively with peers for a sustained time	2. Establishes and sustains positive relationships 2c. Interacts with peers 4. Uses successful strategies for entering groups
2. Build conflict resolution skills	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
3. Develop and maintain positive relationships with peers and adults	2. Establishes and sustains positive relationships 2d. Makes friends 4. Plays with one or two preferred playmates

