



Alignment of



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



WITH

Alignment of the *Nebraska Early Learning Guidelines for Ages Birth to 3*
With
Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten

This document aligns the developmental domains and the widely held expectations in the *Nebraska Early Learning Guidelines for Ages Birth to 3* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

- 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.
- Nebraska Department of Education and Nebraska Health and Human Services System. (January 2006). *Nebraska early learning guidelines for ages birth to 3*. Lincoln, NE: Nebraska Department of Education. Retrieved April 18, 2011, from http://www.education.ne.gov/ech/ELGuidelines/ELG_IT.pdf

Nebraska early learning guidelines for ages birth to 3 Developmental Domains and the Widely Held Expectations	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
Social and Emotional Development	
Social Relationships	
Infants (Birth to 18 months)	
Child is responsive in interactions with others and shows evidence of attachment process <ul style="list-style-type: none"> • Develops an attachment with caring adults • Begins to develop a curiosity about others • Shows an interest in things in the environment • Displays pleasure when with familiar people 	2. Establishes and sustains positive relationships 2a. Forms relationships with adults <ul style="list-style-type: none"> 4. Uses trusted adult as a secure base from which to explore the world 2b. Responds to emotional cues <ul style="list-style-type: none"> 2. Reacts to others' emotional expressions
Toddlers (18 Months to 3 Years)	
Child is responsive in interactions with others and begins to build relationships <ul style="list-style-type: none"> • Develops and maintains secure relationships with caring adults • Demonstrates growing interest in interactions with adults and other children • Imitates the social interactions of others • Shows awareness of and responds to the feelings of others • Develops social play (peek-a-boo, pat-a-cake, finger plays, etc.) 	2. Establishes and sustains positive relationships 2a. Forms relationships with adults <ul style="list-style-type: none"> 6. Manages separations without distress and engages with trusted adults 2b. Responds to emotional cues <ul style="list-style-type: none"> 4. Demonstrates concern about the feelings of others 2c. Interacts with peers <ul style="list-style-type: none"> 2. Plays near other children; uses similar materials or actions
Sense of Self	
Infants (Birth to 18 months)	
Child initiates, explores and plays with objects and materials	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 2. Uses senses to explore the immediate environment
Child begins to distinguish self from others	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs
Child shows likes and dislikes for people and materials	11. Demonstrates positive approaches to learning 11a. Attends and engages <ul style="list-style-type: none"> 2. Pays attention to sights and sounds
Child shows growing independence in a range of activities, routines and tasks	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately <ul style="list-style-type: none"> 2. Indicates needs and wants; participates as adult attends to needs

Toddlers (18 Months to 3 Years)	
Child begins to distinguish self from others	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self
<p>Child develops independence, confidence, and competence</p> <ul style="list-style-type: none"> • Likes self and shows pride in accomplishments • Shows growing independence and problem solving in a range of play activities, routines and tasks • Shows initiative through decision making and exploration • Shows increasing concentration or persistence on tasks 	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs 11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen
Self Regulation	
Infants (Birth to 18 months)	
Child expresses emotions and begins to initiate ways to calm self	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self
Child explores the environment freely, responding to supportive guidance	<ol style="list-style-type: none"> 2. Establishes and sustains positive relationships 2a. Forms relationships with adults 4. Uses trusted adult as a secure base from which to explore the world
Child provides cues indicating wants and needs through purposeful actions and gestures	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Child depends on frequent reminders to learn boundaries	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults
Toddlers (18 Months to 3 Years)	
<p>Child expresses emotions and shows concern for others</p> <ul style="list-style-type: none"> • Expresses emotions nonverbally, eventually developing the communication skills to express self verbally or through other alternative means • Shows awareness and responds appropriately to the feelings of others • Calms self after excitement or frustration 	<ol style="list-style-type: none"> 1. Regulates own emotions and behaviors 1a. Manages feelings 4. Comforts self by seeking out special object or person 2. Establishes and sustains positive relationships 2b. Responds to emotional cues 2. Reacts to others' emotional expressions

<p>Child begins to develop an understanding of boundaries and routines, and follows them when reminded</p> <ul style="list-style-type: none"> • Responds appropriately to supportive guidance • Anticipates daily events in a consistent routine 	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults</p>
Approaches to Learning	
Initiative and Curiosity	
Infants (Birth to 18 months)	
<p>Child uses initiative, curiosity and persistence to learn about the world</p> <ul style="list-style-type: none"> • Explores the environment through movement and the use of senses including mouthing toys, kicking legs, waving arms, etc. • Learns through discovery, imitation, and repetition 	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
Child communicates through sounds, gestures, and beginning oral language	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
Child chooses from a variety of materials and methods of exploration	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
Toddlers (18 Months to 3 Years)	
<p>Child uses initiative, curiosity and persistence to learn about the world</p> <ul style="list-style-type: none"> • Explores the environment through movement and the use of senses • Learns through discovery, imitation, and repetition 	<p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
Child learns through imaginative and interactive play	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 3 emerging to 4. Uses creativity and imagination during play and routine tasks</p>
Child uses oral language or other alternative methods of communication to ask questions or find solutions	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects 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</p>

Child chooses from a variety of materials and methods of exploration	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
Sensory Exploration and Problem Solving	
Infants (Birth to 18 months)	
Child notices and shows interest in and excitement with familiar objects, people and events	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Child explores environment and persists when facing challenges	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Child experiments with cause and effect	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
Toddlers (18 Months to 3 Years)	
Child tries multiple ways to solve a problem and is highly involved and persistent <ul style="list-style-type: none"> • Uses active exploration, trial and error, and words to solve problems • Demonstrates persistence in problem solving • Increases ability to find more than one solution • Uses previously successful methods to solve a problem 	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Child experiments with cause and effect	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Child shows increasing ability to identify similar objects from a variety of materials	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 13. Uses classification skills 2. Matches similar objects

Health and Physical Development	
Fine (Small) Motor Skills	
Infants (Birth to 18 months)	
<p>Child uses eyes, mouth and hands to explore large and small objects that are within reach, developing more purposeful actions over time</p> <ul style="list-style-type: none"> Increases eye-hand coordination to perform a variety of simple activities Begins to develop fine (small) motor skills through playing with toys and materials 	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p> <p>7b. Uses writing and drawing tools</p> <p>1 emerging to 2. Grasps drawing and writing tools, jabbing at paper</p>
<p>Child actively explores the environment and manipulates objects</p> <ul style="list-style-type: none"> Discovers the properties of objects (texture, sound, taste, etc.) 	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>2. Reaches for, touches, and holds objects purposefully</p>
Toddlers (18 Months to 3 Years)	
<p>Child uses hands and fingers to control objects to demonstrate increasing fine (small) motor coordination</p> <ul style="list-style-type: none"> Increases eye-hand coordination skills to perform a variety of tasks Develops fine (small) motor skills through playing with toys and materials Uses strength and control to perform simple tasks 	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>4. Uses fingers and whole-arm movements to manipulate and explore objects</p>
<p>Child actively explores the environment and manipulates objects</p> <ul style="list-style-type: none"> Explores drawing and writing by scribbling and painting Puts puzzles together, sets table with dishes and play food, etc. 	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>2. Grasps drawing and writing tools, jabbing at paper</p>
Gross (Large) Motor Skills	
Infants (Birth to 18 months)	
<p>Child begins to develop gross (large) motor skills</p> <ul style="list-style-type: none"> Waves arms, kicks legs, rolls over, sits up, etc. 	<p>6. Demonstrates gross-motor manipulative skills</p> <p>2. Reaches, grasps, and releases objects</p>
<p>Child builds skills in coordination, balance, body awareness and coordination</p>	<p>5. Demonstrates balancing skills</p> <p>2. Balances while exploring immediate environment</p>
<p>Child actively explores a safe and supportive environment, both indoors and outdoors</p> <ul style="list-style-type: none"> Crawls, cruises, walks with increasing ability 	<p>4. Demonstrates traveling skills</p> <p>2. Moves to explore immediate environment</p>

Toddlers (18 Months to 3 Years)	
Child develops gross (large) motor skills <ul style="list-style-type: none"> • Runs, jumps, hops, throws, etc. • Coordinates both hands to manipulate large objects 	4. Demonstrates traveling skills <ul style="list-style-type: none"> 4. Experiments with different ways of moving 5. Demonstrates balancing skills <ul style="list-style-type: none"> 4. Experiments with different ways of balancing 6. Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 4. Manipulates balls or similar objects with stiff body movements
Child demonstrates coordination, balance, and body awareness	5. Demonstrates balancing skills <ul style="list-style-type: none"> 4. Experiments with different ways of balancing
Child actively explores a safe and supportive environment, both indoors and outdoors <ul style="list-style-type: none"> • Walks, runs, climbs, hops, rolls, etc. 	4. Demonstrates traveling skills <ul style="list-style-type: none"> 4. Experiments with different ways of moving 5. Demonstrates balancing skills <ul style="list-style-type: none"> 4. Experiments with different ways of balancing
Child shows growing skill in climbing up and down steps	4. Demonstrates traveling skills <ul style="list-style-type: none"> 4. Experiments with different ways of moving
Health Behaviors & Practices	
Infants (Birth to 18 months)	
Child shows increasing awareness of health and safety practices through repetition, imitation and adult conversation about what is happening	1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Child shows interest in physical activities that promote health	4. Demonstrates traveling skills <ul style="list-style-type: none"> 2. Moves to explore immediate environment 5. Demonstrates balancing skills <ul style="list-style-type: none"> 2. Balances while exploring immediate environment 6. Demonstrates gross-motor manipulative skills <ul style="list-style-type: none"> 2. Reaches, grasps, and releases objects
Child begins to understand and initiate good hygiene practices (offers hands to be washed, mimics cleaning, etc.)	1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self
Toddlers (18 Months to 3 Years)	
Child shows increasing awareness of health and safety practices and guidelines	1. Regulates own emotions and behaviors <ul style="list-style-type: none"> 1c. Takes care of own needs appropriately 4. Seeks to do things for self

<p>Child shows interest in physical activities that promote health (wiping off tables, dressing for the weather, etc.)</p> <ul style="list-style-type: none"> • Begins to understand the benefits of exercise 	<p>4. Demonstrates traveling skills 4. Experiments with different ways of moving 5. Demonstrates balancing skills 4. Experiments with different ways of balancing 6. Demonstrates gross-motor manipulative skills 4. Manipulates balls or similar objects with stiff body movements</p>
<p>Child begins to understand and initiate good hygiene practices (washes hands, offers to help with cleaning, etc.)</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
Nutrition	
Infants (Birth to 18 months)	
<p>Child gains weight within normal growth range</p>	NA
<p>Child begins to develop healthy eating and lifestyle habits</p> <ul style="list-style-type: none"> • Successfully transitions from breast milk or formula to milk or milk substitute, such as soy • Begins eating solid food 	NA
<p>Child shows increasing independence in ability to feed self</p>	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
Toddlers (18 Months to 3 Years)	
<p>Child begins to develop healthy eating and lifestyle habits</p> <ul style="list-style-type: none"> • Eats a variety of table foods 	29. Demonstrates knowledge about self
<p>Child shows increasing independence in developing eating abilities</p> <ul style="list-style-type: none"> • Eats own food at the table with other children and/or adults 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs</p>
<p>Child communicates nutrition-related information</p> <ul style="list-style-type: none"> • Asks for more • Names foods that are served 	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects</p>
Self-Help Skills	
Infants (Birth to 18 months)	
<p>Child calms self with familiar, comforting items and adult support</p>	<p>1. Regulates own emotions and behaviors 1a. Manages feelings 2. Uses adult support to calm self</p>
<p>Child shows increasing awareness of the function of self-care materials</p> <ul style="list-style-type: none"> • Puts tissue to nose, toothbrush to mouth 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 3 emerging to 4. Seeks to do things for self</p>

<p>Child cooperates with care routines</p> <ul style="list-style-type: none"> Dressing, bathing, feeding 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
Toddlers (18 Months to 3 Years)	
<p>Child shows increasing awareness of the body and its functions</p> <ul style="list-style-type: none"> Uncomfortable when wet or soiled; may hide to have bowel movement 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
<p>Child shows increasing development of self-help skills and materials</p> <ul style="list-style-type: none"> Knows how various self-care items are used (toothbrush, towel, hairbrush/comb, etc.) 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
<p>Child cooperates with care routines</p> <ul style="list-style-type: none"> Begins to dress self, brush teeth, etc., with assistance from adult 	<p>1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 4. Seeks to do things for self</p>
Language and Literacy Development	
Listening and Understanding	
Infants (Birth to 18 months)	
<p>Child responds to sounds in the environment</p> <ul style="list-style-type: none"> Turns in the directions of sounds Begins to identify sounds with particular objects (phone, doorbell, car horn, etc.) 	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p>
<p>Child begins to listen to words with understanding</p>	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p>
<p>Child begins to follow simple directions</p>	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice</p>
<p>Child demonstrates understanding of native and/or English language</p> <ul style="list-style-type: none"> Begins to attach meaning to the sounds, gestures, signs and words heard or seen 	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others</p>
Toddlers (18 Months to 3 Years)	
<p>Child listens to simple directions and conversations with understanding</p> <ul style="list-style-type: none"> Demonstrates understanding of the meaning of stories, social games, songs and poems 	<p>8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted</p>
<p>Child follows directions, responds to simple instructions/requests</p> <ul style="list-style-type: none"> Follows single- and two-step directions 	<p>8. Listens to and understands increasingly complex language 8b. Follows directions 4. Follows simple requests not accompanied by gestures</p>

<p>Child listens to others and responds to feelings and expressed ideas</p> <ul style="list-style-type: none"> • Responds to simple, direct, conversational sentences, either verbally or by actions or gestures 	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>4. Initiates and attends to brief conversations</p>
<p>Child demonstrates understanding of many vocabulary words</p> <ul style="list-style-type: none"> • Builds a growing vocabulary of everyday events, people, and things 	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p>
Speaking and Communicating	
Infants (Birth to 18 months)	
<p>Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions</p> <ul style="list-style-type: none"> • Cries to indicate different needs • Begins to use words and gestures to communicate (coos, babbles, makes sounds, uses sign language, etc.) • Begins to initiate interactions with adults and peers 	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p> <p>9b. Speaks clearly</p> <p>2. Babbles strings of single consonant sounds and combines sounds</p>
<p>Child communicates for a variety of purposes</p> <ul style="list-style-type: none"> • Signals for more • Greets adults and peers 	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>2. Vocalizes and gestures to communicate</p> <p>9b. Speaks clearly</p> <p>2. Babbles strings of single consonant sounds and combines sounds</p>
Toddlers (18 Months to 3 Years)	
<p>Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions</p> <ul style="list-style-type: none"> • Uses words, phrases, short sentences and gestures to communicate 	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p> <p>9b. Speaks clearly</p> <p>4. Uses some words and word-like sounds and is understood by most familiar people</p>
<p>Child communicates for a variety of purposes</p> <ul style="list-style-type: none"> • Asks questions • Initiates social interactions with other children and adults • Communicates to show or share with adult 	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>4. Initiates and attends to brief conversations</p>
<p>Child uses new vocabulary words that have been learned</p>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p>

Book Knowledge & Appreciation	
Infants (Birth to 18 months)	
Child responds to language and shows enjoyment of the sounds and rhythms of language	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Child explores books with interest <ul style="list-style-type: none"> • Mouths, touches, shakes, throws • Points at pictures 	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Child responds to pictures in book <ul style="list-style-type: none"> • Names pictures in books 	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
Toddlers (18 Months to 3 Years)	
Child demonstrates interest in and appreciation of reading-related activities <ul style="list-style-type: none"> • Explores books • Shows interest when stories are read • Relates events in story to own knowledge and experience 	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books 12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Child increases knowledge about books and how they are typically read <ul style="list-style-type: none"> • Holds book right side up • Turns pages front to back 	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
Child responds to pictures in book <ul style="list-style-type: none"> • Describes pictures in books 	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
Print Awareness & Early Writing	
Infants (Birth to 18 months)	
Child begins to develop eye-hand coordination	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
Child manipulates materials with increasing precision (reaches for toys, plays with toys, shakes keys to make sound, carries blanket, etc.)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

Child explores with writing materials	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper
Toddlers (18 Months to 3 Years)	
Child manipulates materials with increasing precision	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole- arm movements to manipulate and explore objects
Child shows an awareness of print as a form of meaningful communication <ul style="list-style-type: none"> Environmental print (road signs, signs on stores, symbols, etc.) 	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Child shows an interest in early writing <ul style="list-style-type: none"> Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories 	19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles 19b. Writes to convey meaning 2. Controlled linear scribbles
Child begins to recognize own name on artwork or possessions	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
Mathematics	
Number and Operations	
Infants (Birth to 18 months)	
Child begins to develop awareness of quantity <ul style="list-style-type: none"> Explores a variety of materials Puts toys into containers of various sizes 	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of <i>one</i> , <i>two</i> , and <i>more</i>
Child begins to show interest in real life mathematical concepts <ul style="list-style-type: none"> Understands the concept of “more” in reference to food or play 	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of <i>one</i> , <i>two</i> , and <i>more</i>
Child begins to imitate counting using some names of numbers	20. Uses number concepts and operations 20a. Counts 1 emerging to 2. Verbally counts (not always in the correct order)

Toddlers (18 Months to 3 Years)	
Child develops awareness of numbers <ul style="list-style-type: none"> • Counts up to five • Uses one to one correspondence • Understands quantities up to 3 	20. Uses number concepts and operations 20a. Counts 3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object 20b. Quantifies 3. emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
Child develops an understanding of the counting process <ul style="list-style-type: none"> • Uses counting words • Imitates counting rhymes or songs 	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 2. Joins in rhyming songs and games 20. Uses number concepts and operations 20a. Counts 2. Verbally counts (not always in the correct order)
Spatial Sense	
Infants (Birth to 18 months)	
Child begins to develop knowledge of where things are in the environment <ul style="list-style-type: none"> • Explores materials • Experiments with gravity and space 	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 1 emerging to 2. Follows simple directions related to position (<i>in, on, under, up, down</i>)
Child develops sense of self in relation to the environment	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 1 emerging to 2. Follows simple directions related to position (<i>in, on, under, up, down</i>)
Toddlers (18 Months to 3 Years)	
Child develops knowledge of where things are in the environment <ul style="list-style-type: none"> • Begins to recognize buildings, stores, signs, parks, etc. 	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds
Child develops geometry and spatial sense <ul style="list-style-type: none"> • Uses comparison words correctly (more, less, bigger, smaller, etc.) • Uses words that describe the relative position of things (close, far, up, down, etc.) • Learns about shapes (circle, square, triangle, etc.) 	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 2. Follows simple directions related to position (<i>in, on, under, up, down</i>) 21b. Understands shapes 2. Matches two identical shapes 22. Compares and measures 2. Makes simple comparisons between two objects

Child groups objects together that are the same in some way	13. Uses classification skills 2. Matches similar objects
Child uses language to demonstrate understanding of space and time (next to, on top of, in, etc.)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity (<i>beside, between, next to</i>)
Patterns and Measurement	
Infants (Birth to 18 months)	
Child begins to create own patterns of self-regulation for sleeping, eating and wakeful play	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Child begins to demonstrate awareness of patterns, first visually, then through manipulation <ul style="list-style-type: none"> Plays with toys and objects of different sizes and shapes Orders a few objects by size, with assistance 	23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
Child begins to understand time words (after, before, etc.)	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
Toddlers (18 Months to 3 Years)	
Child begins to develop knowledge of patterns <ul style="list-style-type: none"> Begins to complete simple puzzles with varying sizes and shapes 	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
Child begins to demonstrate knowledge of measurement concepts <ul style="list-style-type: none"> Understands concepts of big/little, short/tall, heavy/light 	22. Compares and measures 2. Makes simple comparisons between two objects
Child shows some understanding of time sequence within the daily routine	22. Compares and measures 3 emerging to 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
Child compares the size of various everyday objects (puts different people's shoes side by side to see which is longest, etc.)	22. Compares and measures 3 emerging to 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
Science	
Scientific Skills and Methods	
Infants (Birth to 18 months)	
Child shows interest in surroundings by focusing on faces and objects in close range	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

Child gathers information through the senses (mouthing, grasping, reaching, etc.)	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Child repeats actions that have been successful in reaching a goal <ul style="list-style-type: none"> • Uses cause and effect strategies (drops toys over side of highchair, etc.) 	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results
Toddlers (18 Months to 3 Years)	
Child begins to develop scientific skills and methods <ul style="list-style-type: none"> • Makes observations, describes objects and actions in the environment • Begins to make comparisons between objects that have been observed • Demonstrates initiative and curiosity in exploring the environment 	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen 13. Uses classification skills 2. Matches similar objects
Child uses descriptive words in speech	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 3 emerging to 4. Names familiar people, animals, and objects
Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful
Scientific Knowledge	
Infants (Birth to 18 months)	
Child uses all five senses to explore and understand surroundings	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Child begins forming a basic understanding of simple cause and effect relationships	11. Demonstrates positive approaches to learning 11c. Solves problems 2. Reacts to a problem; seeks to achieve a specific goal
Child begins to name common objects in the environment	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects

Toddlers (18 Months to 3 Years)	
Child develops scientific knowledge through active exploration of the environment <ul style="list-style-type: none"> Shows interest in the natural world Interacts with materials to gain knowledge about them 	11. Demonstrates positive approaches to learning 11a. Attends and engages <ul style="list-style-type: none"> 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments 11d. Shows curiosity and motivation <ul style="list-style-type: none"> 4. Explores and investigates ways to make something happen 13. Uses classification skills <ul style="list-style-type: none"> 2. Matches similar objects
Child develops understanding of simple cause and effect relationships	11. Demonstrates positive approaches to learning 11c. Solves problems <ul style="list-style-type: none"> 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Child shows interest in scientific concepts related to space and time	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships <ul style="list-style-type: none"> 4. Follows simple directions related to proximity (<i>beside, between, next to</i>) 22. Compares and measures <ul style="list-style-type: none"> 2. Makes simple comparisons between two objects
Child shows increased knowledge and memory for details and routines	12. Remembers and connects experiences 12b. Makes connections <ul style="list-style-type: none"> 4. Remembers the sequence of personal routines and experiences with teacher support
Creative Arts	
Music	
Infants (Birth to 18 months)	
Child becomes calm when sung to, or talked with in a soothing voice	1. Regulates own emotions and behaviors 1a. Manages feelings <ul style="list-style-type: none"> 2. Uses adult support to calm self
Child shows interest in and responds to music	34. Explores musical concepts and expression
Child enjoys producing music and other sounds with rattles, bells, music boxes, etc.	34. Explores musical concepts and expression
Child delights in new ability to produce sounds (smacks lips, squeals on purpose, etc.)	34. Explores musical concepts and expression
Toddlers (18 Months to 3 Years)	
Child shows interest and participates in music activities through gestures, movement and dancing	34. Explores musical concepts and expression 35. Explores dance and movement concepts

Child expresses self creatively to variations in music in the environment (rhythm, volume, tempo, etc.)	34. Explores musical concepts and expression
Child enjoys producing music with instruments and singing simple songs	34. Explores musical concepts and expression
Child enjoys repetition of favorite songs and other musical experiences	34. Explores musical concepts and expression
Art	
Infants (Birth to 18 months)	
Child responds to visual elements present in the environment (light, color, patterns, etc.)	33. Explores the visual arts
Child participates in and enjoys a variety of tactile/sensory experiences such as water, textures, etc.	33. Explores the visual arts
Child begins to use art media such as large crayons, finger paint, etc.	33. Explores the visual arts
Child explores the shape of objects	33. Explores the visual arts
Toddlers (18 Months to 3 Years)	
Child experiments with art media by painting, scribbling, using play dough, etc.	33. Explores the visual arts
Child shows pride in ability to use art materials	33. Explores the visual arts
Child uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay, etc.)	33. Explores the visual arts
Child shows preferences for colors or pictures	33. Explores the visual arts
Child uses various tools to make marks (fingers, crayons, big brushes, etc.)	33. Explores the visual arts
Movement	
Infants (Birth to 18 months)	
Child begins to discover own body	35. Explores dance and movement concepts
Child demonstrates balance and body coordination in movement <ul style="list-style-type: none"> Changes positions smoothly 	35. Explores dance and movement concepts
Child shows growing skill in physical activities <ul style="list-style-type: none"> Progresses from rolling over to creeping, crawling, standing with help, cruising around furniture, to walking 	35. Explores dance and movement concepts
Toddlers (18 Months to 3 Years)	
Child demonstrates balance and body coordination in movement	35. Explores dance and movement concepts
Child represents experiences and concepts through movement	35. Explores dance and movement concepts
Child runs with ease, stops and starts with precision and expand knowledge	35. Explores dance and movement concepts
Dramatic Play	
Infants (Birth to 18 months)	
Child responds to pretend play activities initiated by adult (facial expressions, animal and vehicle sounds, peek-a-boo, etc.)	36. Explores drama through actions and language
Child uses body to make sounds (slaps tray, bangs blocks, splashes water, etc.)	36. Explores drama through actions and language

Child plays with dramatic play materials (animals, vehicles, dolls, etc.)	36. Explores drama through actions and language
Toddlers (18 Months to 3 Years)	
<p>Child participates in a variety of dramatic play activities</p> <ul style="list-style-type: none"> • Uses words and/or actions to portray a role, situation, or setting • Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone) • Uses an object to represent something else (block becomes a phone, ball becomes an apple, etc) 	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p style="padding-left: 20px;">2. Imitates actions of others during play; uses real objects as props</p>
<p>Child begins to assume the role of someone or something else in dramatic play</p> <ul style="list-style-type: none"> • Engages in role play independently or next to other children • Acts out simple games or stories with adult support 	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p style="padding-left: 20px;">2. Imitates actions of others during play; uses real objects as props</p>